

Headmaster's Diary

Authority in chic punk

Despite a crowded week ahead, I arrived at School on Monday in high good humour, wearing for the first time the new coordinated "separates" which Rona had insisted on buying me for my birthday.

"You can't wear that boring old suit a day longer," she had declared on Saturday morning. "No hook buttons from me this year. I'm taking you straight across to the Candlewick shopping piazza to buy you something more stylish. Headmasters don't need to look like undertakers these days."

I must say I was rather pleased with my new kit. The jacket has a flap at the back with a tailored waist and pleated pockets, very like the one Professor Dunderkin from the university wore when he opened the county computer symposium the other week. So I think they must be in vogue.

The trousers are in a kind of matching herringbone material, and feel a bit tight when I bend down. I must remember not to pick up litter as I go round the school. As Rona says, others are paid to do these things.

The whole effect is set off by a shirt and spotted handkerchief in a bright blue material, which I thought rather loud. The ensemble was certainly fetching, but I was staggered by the size of the bill. I ended up buying it all on my own credit card.

Even Nicks, the caretaker, looked so hard at me as I walked through the school door that he dropped the pile of toilet rolls he was carrying. Mrs Snode, the secretary, could only manage a gasp in reply to my cheery greeting. So I could tell the effect was striking.

It was my turn to take assembly, and as I walked in Cedric Moth, the head of music, was playing one of his "musique concrete" compositions on the electronic organ. To me, it was just one horrible discord after another.

Then he struck up a melody in the right hand which sounded like "Burlington Bertie from Bow", although I might have been mistaken. In any case I chose to ignore it, and also the ripple of laughter from the sixth form as I blew my nose on the spotted handkerchief.

After assembly I decided to stroll round the school and keep my fingers on the pulse of things. I thought I'd have a look at the fourth year "civilization and society" course, which is a new option for the less academic pupils run by a young woman, Val Greenbaum, who joined us last term. She has a good relationship with the youngsters, which is what one needs for this kind of work. At the suggestion of Arnold Bogwin, my deputy, we have put her in one of the old huts, so that she can run her own show without upsetting the more traditional staff.

I went in just as Val arrived with a heap of clothes from the drama cupboard. The pupils were already at work, looking at an article from a consumers' magazine on "Clothes people wear at work". Val was handing

ing out shirts, jackets and ties and some of the pupils were cutting out pictures from the article.

"Ah, here he is!" Val shouted as she caught sight of me. "Dr Smellcroft, you've really inspired us this morning. What do we think, folks, of what our leader is wearing today?"

A boy called out, "It's a gas," and one of the girls said, "Real daisy". "You see," Val said, "we just can't wait to investigate the culture of managerial society by looking at people's glad rags. Now, folks, take a look at the pictures in the article, and then at Dr Smellcroft's gear. How would you describe it?"

A girl said, "Looks like 'chic punk' to me."

"Rubbish," Val said. "There's no badges on his jacket." "Tell yer wot," another girl said, "It's really just an old sports jacket an' trousers, started up to look trendy."

"More like it," Val said, "so what occupation is he most suited for? Look at the pictures again."

"That's a gas," the boy said again: "schoolteacher!"

Everyone laughed, and I began to feel rather uncomfortable. "Could he wear it in a bank?" Val asked.

"Only 'ere," a girl said, "The ones you keep out of sight."

It seemed to be getting embarrassing, and so I waded at Val and went back to the office to look at the post.

As the morning wore on I realized the episode was making me more and more uneasy, and I was glad to get away after break for a heads meeting at county hall. I'd promised to call in at the school in the next town as I drove in, and give a lift to the new head there who took over only this term. It's always interesting to get to know one's colleagues.

I arrived a bit early, and the secretary suggested I walk in. I was surprised to find him sitting in one of those executive chairs with a back projecting way above his head, and wearing not only a dark three-piece suit but an academic gown as well.

"I say," I remarked, "You're wearing the full regalia, is see?"

"Why not?" he replied. "Formality's the thing now, you know. People are crying out for authority again. Want to know where they stand. Hierarchies are back in a big way - the sociologists are on the run. And the parents really lap it up. It's like 1942 all over again. Sink the Bismarck!"

He picked up a pipe and began puffing it. "The more you look like Jack Hawkins, the better. It's a funny old war, you know. Number One," he added, turning an imaginary helm.

I found all this quite remarkable, and even more unnerving. It quite put me off my stroke at the heads' meeting, and I completely forgot to ask the CBO the question I'd worked out the week before. Could this young upstart possibly be right? Did I really look just like an ordinary teacher?

Val Greenbaum may have the knack of dealing with these young-



Even Nicks, the caretaker, stared so hard that he dropped the pile of toilet rolls he was carrying.

ters, but she had begun to take things too far. I would have to discuss it with Arnold. And there was still the problem of what to wear. The staff had worn gowns at my old grammar school. It seemed quite out of place in a comprehensive. But perhaps it fitted in with the current mood. Perhaps he was right, after all.

Next day, I put the new clothes on again to please Rona, but I dug my old gown out of the wardrobe drawer and shoved it in my briefcase. I also chose a plain white shirt. As soon as I reached my office I donned the gown and began to look at the morning's letters.

The first interruption was Cecil Stonejaw, the head of history, who came to tell me about a deputy headship he's putting in for. But then he paused and added: "I must point out, headmaster, in my capacity as union representative, that your wearing an academic gown raises important issues which could be seriously divisive. Some of my colleagues do not possess degrees. The gown is an elitist symbol which ill befits the philosophy of the common school."

I told him I would take note of his remarks, but that we must all move with the times. "What, backwards?" Cecil said, but at this point Mrs Snode came in to tell me a parent had arrived to see me. So I disposed of Cecil before he could get into his stride.

The parent was one I hadn't met before - the father of a girl who had just joined the third year in advance of records from her previous school. He had come to complain about the options scheme. It would be an interesting test of my new acquaintances.

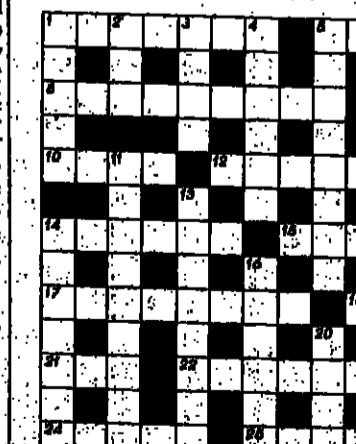
I rose genially from my desk as he entered, wearing a deputy but with a polo neck sweater. He looked at the strap as I motioned him to a chair.

"Well, headmaster," he began, "I notice you've put your trade overalls on. I hope you aren't trying to impress me. I'm a research chemist with a Cambridge PhD in enzyme kinetics, so the academic world holds no terrors for me. What's more, I know enough about it to know that your school has a lousy curriculum. Either Felicity does physics and history next year, or I move her down the road to Boglethorpe School. So let's start talking turkey."

It was an unfortunate beginning. I had to tell a little white lie, and explain, as I removed my gown, that I'd just come in from assembly. And I had to agree, of course, that Felicity could have her option chosen and we soon got on very well together. But the entire episode was most disconcerting, and that night I told Rona very firmly that since chalk would discolor my new jacket, I would keep the separate for special occasions. From now on I would be wearing my old and worn-out suit.

Maurice Holt

TES Crossword No 62



- Across: 1 A crop in knickered flat (6); 2 Leave the hotel work (5); 3 Bound to go wrong! (5); 4 Not a smart looking book, but the trousers (3); 5 Lines duckie maybe (4); 6 No reason for games only to the instant (5); 7 Low argument which carries weight (6); 8 One's favourite display (5); 9 for regal appreciation (6); 10 He works with a will (6); 11 Is bent on submission (5); 12 Pop to and fro (3); 13 I'm hanging on there's something about it happen (5); 14 Handy sort of composer (5); 15 Tried and tested (7); 16 A kicking-up point (5)

by Rufus

- 1 A bunch of a... (3); 2 Occupying a prominent position at work (4); 3 Not many people with a dog will keep one in... (6); 4 Cleaning down (8); 5 Succeeding late in life (7, 2); 6 A national topic of discussion (7); 7 When people are not out (6, 3); 8 The answer to a... (8); 9 Such a... might be dealt to our... (7); 10 Let in carriage and... (5); 11 Moved gradually away from the centre (5); 12 The aim of... (4); 13 Fright... explanation of... (5); 14

TES Crossword No 62 by Rufus. The crossword puzzle grid and the list of clues are provided. The clues are numbered 1 through 16, with some clues having multiple parts.

Next week

- At full stretch: as schools and colleges go quiet, the careers office goes into action. This year, reports David Peck, Southampton's Principal Careers Officer, they are also reflecting on the impact given to their work by the Youth Training Scheme.
- Elizabeth Henry reports on the final and unofficial history curriculum for children in Italy.
- Book review: a bibliography on writing, teaching and local planning, history and archaeology.
- Drawn from life: how children establish meaning and order through drawing.
- Special pages: English as a foreign language.
- Art: Sue Lerman on the ICA's season of films about teenage unemployment.



Drawn from life: how children establish meaning and order through drawing.

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County to offer sabbatical leave after 10 years

by David Lister

Teachers in Leicestershire will get a sabbatical of at least six weeks for every 10 years of service under a plan which has just been approved by the county council. Teachers will not necessarily have to have served the 10 year periods in Leicestershire. The county's decision to offer sabbaticals, which are certainly not being offered in national conditions of service negotiations, and to step up radically provision for in-service training could force the hand of other I.E.A.s, particularly neighbouring authorities, whose teachers will now want them to match Leicestershire's terms.

One contentious item in the Leicestershire plan, which has now only to get the approval of the full county council, is that teachers over 50 will not be entitled to the sabbaticals because of lack of funds. Director of education Andrew Fairbairn says that it may be assumed that the Jiddrington have received substantial grants in their earlier years of service. He has already had a number of complaints on this point from staff over 50. It is hoped that the half term sabbaticals will start from next year and extra money will be put into the education budget in the autumn to engage more supply teachers.



Bring on the clowns: the skills of make-up, fire-eating and stilts walking were displayed in Burgess Park, south London, last week by the Rarce Clowns who will be performing, courtesy of the Street Theatre Trust, every Tuesday afternoon until the end of the summer holidays.

Redundancy terms likely to improve

by Sarah Bayliss

Top level private talks about improving statutory redundancy terms for teachers aged under 50 years of age are likely to result in a ministerial announcement next autumn disclosing a special scheme for lecturers in advanced further education.

Among the first people to become eligible for the new terms would be the teacher training lecturers who learned this week from the Department of Education that their courses were earmarked for closure. Other lecturers in polytechnics and colleges whose future is also in question because of the Government's planned contraction of higher education could also benefit.

The terms would be worth more than twice the statutory minimum currently available to all public sector employees and would represent a new management tool for getting rid of staff without the difficulties associated with compulsory redundancy.

However they would not be as generous as the payments to university lecturers nor as generous as the scheme known as the Crombie code (see page 4) which encouraged hundreds of lecturers to volunteer for redundancy in the last big round of cuts in 1977.

The scheme, which is still at the confidential planning stage, has emerged out of discussions between Sir Keith Joseph, the Education Secretary, his officials and the local authority associations on future contraction of the teaching force.

Boyson, the 'licensed court jester'

by Biddy Passmore and Richard Garner

Dr Rhodes Boyson's constant pulverising of the state sector of education has finally proved too much for Mr Alf Budd, president of the National Union of Teachers. This week he called on the junior education minister to express his support for the state schools, which are his chief responsibility, or to resign.

Mr Budd said both parents and teachers would have read recent statements issued by a mixture of indignity and anger. He accused Dr Boyson of "behaving like a latter-day Elmer Gantry, touring the countryside trying to sell his potent mixture of education vouchers and privatization as a cure for the ills of the education service".

But Dr Boyson made no response and he has no intention of resigning. He will continue to issue the weekly press releases advocating everything from vouchers to trade schools, Soviet-style, which "enrage so many

people involved with state schools. They see them as the most extreme manifestation of the Right-wing shift of emphasis that has taken place since Sir Keith Joseph was appointed Education Secretary last autumn. Until then, Dr Boyson had been the junior minister responsible for higher education and had stayed relatively silent. But the advent of Sir Keith brought him a liberating move to the schools portfolio.

It is said that Dr Boyson's speeches are released through Conservative Central Office without the usual courtesy of checking them with ministerial colleagues. Some are said to cause consternation among DES officials, who may have been working behind the scenes on delicate issues only to have them suddenly subjected to the glare of unwelcome publicity.

But it is unlikely that they irritate his boss, Sir Keith. After all, many of the views expressed in them are known to be shared by the Education Secretary, albeit in a less full-blooded form. And Sir Keith knows that his outspoken deputy is a useful propagator of right-wing views, popular with the Tory Party conference and able to get away with remarks that the Secretary of State himself could hardly make from his Olympian height.

"Rhodes is the licensed court jester," was how one insider summed up the position this week. There is also said to be no clash of personalities between the two men. Whereas Dr Boyson used to annoy Mr Norman St John-Stevas by attracting the limelight in Opposition, Sir Keith does not worry overmuch about his public image.

Moreover, the Education Secretary is said to have taken very firm control of all policy matters. As one official commented recently: "There is only one minister at the DES now, and that is Sir Keith Joseph."

MSC seeks guinea pigs

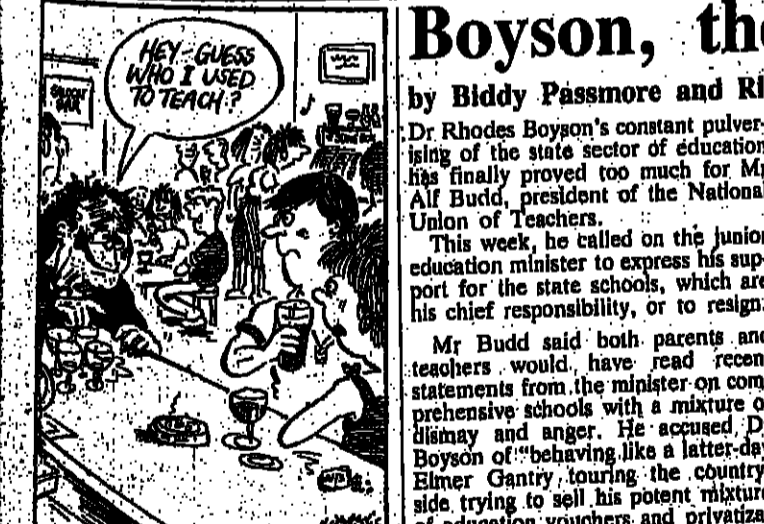
The Manpower Services Commission is secretly negotiating with employers to take on some of this year's school leavers as trainees under the new Youth Training Scheme. They will be guinea pigs for the scheme which is due to start next year.

The negotiations are being kept secret because they involve controversial questions over the status and terms of employment of the trainees.

A commission spokesman said this week: "We do not want to draw attention to these pilot projects because they involve delicate negotiations over conditions of work...."

TES has moved

The address of The Times Educational Supplement is now: Priory House, St John's Lane, London EC1M 4BX. Telephone: 01-253 3000 Telex: 264971.



Dream of pop status

The embarrassment that can come to teachers years after they make predictions in school reports is being felt by Mr Peter Dawson, general secretary of the Professionals Association of Teachers. Twenty five years ago, while a teacher at Hedgehill School, south London, Mr Dawson wrote a damning report on one Francis Ross, who was then living in a world of his own, actually dreaming that he may be a pop star.

Mr Dawson is now celebrating his 25th anniversary with his group "Status Quo". As part of the anniversary celebrations he has produced his school report. The report, Mr Dawson says, will give the sense of humour will be a little trouble.

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Sir Keith lops another 16% off

There is no way of reducing the total number of students in teacher education by 16 per cent without threatening major cuts at some of the institutions where teacher training is conducted.

If, therefore, the Department of Education and Science is right in its sums and, as well as a shift in the balance from secondary to primary, there has to be an absolute reduction in the size of the teacher training enterprise, then there is no alternative to some such exercise as the Department has been carrying out in recent months.

This week's announcement of where the axe is to fall (page 7) now gives the 14 unfortunate victims rather less than six weeks at the height of the closed season to persuade Sir Keith Joseph that the DES has got it wrong. And as the Department sees it, if one college is re-proved another sacrificial lamb will have to be put forward to take its place.

It is, of course, quite possible to challenge the basic assumption that too many qualified teachers will be trained unless more cuts are made. The notion of "too many" depends on the previous assumption that the Government must regulate supply to meet demand.

But why not let the market decide how many teachers are needed (and, therefore, how many candidates will feel it is worthwhile to embark on training)? A course of education leading to a teaching qualification can be a valid form of higher education in its own right. Why should the Secretary of State decide there are "too many" people in higher education studying education when he takes no view about the number of geographers or historians for whom there are extremely limited specific vocations?

After all, if those who could otherwise have become teachers are now directed to some



Bishop Grosseteste: in hazard

other course there is no guarantee that this will lead to any related employment, nor will there necessarily be any difference in the cost to public funds.

This, however, is not the basis on which any Government since the war has dealt with teacher education. Sir Keith Joseph, for all his liberal economics, seems just as keen to manage the market as any of his predecessors. What he can say, with truth, is that there is little expectation that all who now train as teachers will get jobs. The level of underemployment will get worse, particularly among those trained for secondary education.

The NUT may protest that this should not be so - that the opportunity should be taken to hire a lot more teachers, notwithstanding the population trend - but a would-be recruit to the profession would be wiser to take account of Sir Keith's prognosis than the union's rhetoric.

Given the manpower planning model, Sir Keith had little option but to institute cuts of this order. But whether the individual institutions which are to suffer have been rightly chosen is harder to say. The college which sticks out like a sore thumb is Bishop Grosseteste at Lincoln, a college with an outstanding record of achievement in - yes - primary teacher training, the sector favoured for expansion not closure. Lincoln could hardly be

said to be excessively endowed with teacher training colleges. Bishop Grosseteste has been more successful than most in maintaining its recruitment. It has a lot to offer in in-service training.

Clearly those who subscribe to conspiracy theories of history will believe it has been singled out because it has been linked in many people's minds with the Plowden primary legacy, and jump to the conclusion that the present regime at the DES wishes to send a general signal to all the colleges by squashing Bishop Grosseteste. All this is probably a great deal too logical. As plausible a case could be made out for believing that the college has been included as part of a plan to canalise protest on a single proposal which can, eventually, be withdrawn gracefully, the easier to push through the rest of the package.

Shutting down initial training in any college is not something which should be done lightly. It is not necessarily irrevocable, but in the present circumstances the chances of a revival in most of these institutions must be slim, and in some places the loss of teacher training will be disastrous for the rest of the work - hence the importance of the reference of the proposals to the National Advisory Body for Local Authority Higher Education.

Put out more flags

Having criticized the DES for the cheap-jack arrangements for publishing some educational statistics, it is time now to congratulate the DES statisticians on their latest *Statistical Bulletin*.

This is all about the way in which the Government tries to assess social and economic disadvantage in deciding how to distribute the Rate Support Grant. What the DES has done, in essence, is publish some of the background working which has gone into the calculations of the famous (or infamous) GREs - estimates of Grant-Related Expenditure used to decide how much, in the Government's

view, an i.e.a. ought to spend on (among other things) education if it is to provide a "standard" level of service.

The six indicators of disadvantage are all, in their way, potentially controversial if regarded as anything more than crude attempts to find social, economic or ethnic surrogates for the actual differences in mores and behaviour patterns which affect learning in and out of school.

But so long as the exercise is confined to the specific purpose of providing the basis for a differential distribution of grant, the variables chosen look pretty reasonable and produce some interesting clusters of authorities showing similar social characteristics.

As the article on page 8 points out, the groups do not necessarily follow those conventionally used by the Chartered Institute of Public Finance and Accountancy. Educational disadvantage does not recognize the difference between a shire county and an outer London borough. The cities do have, for the most part, a higher proportion of children in the disadvantaged categories; but Bedfordshire and Leicestershire emerge in cluster D which comprises those i.e.a.s which are "above average for all variables except Indicator 1" (that is "non-white children and children from abroad"). Four outer London boroughs (Ealing, Haringey, Brent and Newham) constitute cluster E ("above average in all variables - Indicator 1 substantially so") overtopping the egregious ILEA.

So, while the analysis is only as good as the underlying data and all the time it has to be remembered that the indicators are flags and signals, not the real thing, the DES has done a public service by setting all this out in public. Anything which throws light on the strange processes of local government and educational finance must be warmly welcomed.

No Comment

"To soften the blow, some local education authorities allow overseas students to pay tuition fees terminally." From an editorial on overseas students fees in *Education & Teaching* July-August 1982.

Platform

David Peck outlines some of the problems the Youth Training Scheme will pose for schools, colleges and the careers service and suggests how they could be overcome.

Saving the young from the jobs' holocaust

The annual sigh of relief escapes from education offices throughout the land. The schools and colleges are quiet. Only the careers offices are at full stretch, and even their reports of over crowded rooms, over-tired staff and estimated numbers returning to school and college cannot be dealt with until September. There is time to reflect.

The tenor of this year's sigh is different; it contains more than a hint of satisfaction; for many this year has been marked by progress. Perhaps it was Brixton and Toxteth and last year's hectic summer which gave such impetus to the New Training Initiative and continued the momentum through 12 blistering months, turning a mere consultative document into a Youth Training Scheme capable of providing one year's post-school training for every young school-leaver in 1983/84, with a pilot scheme sufficiently large to improve the prospects for many in 1982.

It has not been easy. Mr. Tebbit's June statement marked a change in Government policy so radical that it seemed impossible back in November when the Government and the MSC clashed so bitterly over their agenda for action. Both deserve praise for their civilized agreement.

Mr. Tebbit can congratulate himself by accepting the task group's recommendations for a decent training allowance and contribution to social security for young people, and in doing so discarding his own wishes. He placed responsibility for the scheme's success firmly upon those who had campaigned for changes in the original White Paper. There's the rub - from the agency remaining after allowances have been paid, and must all make it work. So satisfaction is not universal. In particular, it will be to provide the further education element out of the slim financial margins they

will be allowed by sponsors. But isn't it right that those who claim to serve the local community should be prepared to negotiate directly with sponsors rather than having MSC act as treasurer and intermediary?

The fundamental decision to make post-school training industry rather than education-based was itself difficult to accept but at least it is clear.

No longer need the education service feel that it is being dragged along by the MSC.

It remains for the education service to show that it can adapt to the new financial arrangements and, more important, change the balance of the scheme.

If the service does contain the knowledge, experience and ability which it assumes the claim that education knows best is based upon belief in the superiority of the trained and qualified professional. It should not take long to put things right.

Even those who argued for a clear administrative framework and suggested that the Department of Employment and DES should sort out the confusion have not been entirely disappointed this year. By purporting to place responsibility for the initiative remains firmly with the MSC.

but straightforward; next year's will be no easier but much more diffuse. Here are a few of the problems and some possible solutions:

1. The long term success of the Youth Training Scheme will depend upon its acceptability to young people. If it leads to unemployment it will fail. Already there is clear need to extend the scheme to two years by a financial incentive to employers and sponsors who offer permanent jobs to trainees at the end of their year. This would result in more jobs for young people. The Department of Employment should transfer their young worker scheme subsidy from low wage employers to make this possible.

2. Statements like that of Mr David Young - that the schools should be induced to devote more time to vocational preparation - should be challenged. They sound dangerously close to the recent response of some schools to the demands of local employers - "tell us what you want and we will do it to them," as Claire Short puts it.

Perhaps it is time for schools to assert themselves and point out that their task is to provide the education required by the generation needed to fill higher level jobs and resilient enough to deal with the turbulence which unemployment and rapid change has in store for them.

Rather than persist with the duplication between social skills teaching in YOB, and the last years in schools, vocational preparation for all might wait until after 16. In any case, Mr Young should be challenged to explain what he means.

3. A successful Youth Training Scheme will mean that some young people given a continuum of parent careers counselling will wish to return to education after a

year of work experience and training. Schools and colleges should urgently consider what they could offer to this new kind of student.

4. Those colleges of further education which have not already done so should prepare to adopt a 48-week year in time to accommodate next year's school-leavers in May and June. Those who fear that fees negotiated locally with employers might be less generous than the allowances hitherto paid by MSC should prepare to improve working practices to the point where they can compete.

5. Careful distasteful guidance in the period of transition between school, youth training and work or further training will be crucial. Careers officers must therefore resist the temptation to reduce their commitment to schools. They must put more effort into convincing their employers that their cry for more staff is not simple opportunism but a necessary response to increased demand by pupils, parents, employers and MSC.

6. They should be prepared to accept new working practices, for example, detachment to colleges and schemes sponsored.

7. The need for coordinated effort remains. At local level this can be assured if chief education officers bring their considerable power and experience to bear on making local need and opinion central. The Department of Employment's Careers Service branch under its new Permanent Secretary

should urgently consider this position. Unless the Branch abandons its policy of keeping the careers service small and reactive, and assumes the national leadership lacking at present, it should withdraw, leaving i.e.a.s free to negotiate directly with MSC on careers service matters.

8. The DES should redouble their efforts to be involved. They could begin with two points; MSC's interest in certification and the role of the Inspectorates. The propensity to confuse inherent in the existence of HMI, the new MSC Inspectorate, and the increasingly inept careers service inspectors is enormous. Perhaps they could start by making them all HMI and beginning to exert their influence upon quality.

Reflection reveals the prospect of another successful year. It will depend upon the efforts of many teachers, MSC field staff, youth workers, careers officers, and sponsors, but two or three individuals could do much to help.

David Young, the new chairman of MSC, is one; Geoffrey Holland is another. Potentially just as important is Michael Quinlan, newly-appointed Permanent Secretary at the Department of Employment. If he can carry some of the urgency of his "holocaust desk" at the Ministry of Defence to the old guard at the Department of Employment he might significantly enhance the prospects of smooth transition for generations of school leavers.

David Peck is *Shropshire's Principal Careers Officer*, and *some-time* *Permanent Secretary of the Institute of Careers Officers*. The views expressed in this article are his own and do not necessarily represent those of the county council or the Institute.

Governors reject brawling story Head suspended in merger row

by Nick Wood

A headmaster has been suspended on full pay for the second time in a year after publicly accusing two women teachers, appointed to a new school, of drunkenness and brawling.

Mr David Hutton, aged 49, headmaster of Tarring High School in Worthing, West Sussex, faces a disciplinary hearing before members of the county council at the end of the month.

Mr Hutton, who has vehemently opposed the merger of his school with Galsford High School for girls, last month wrote to 750 parents of children who will attend the new Worthing High School, accusing the education authority of "wretched mismanagement".

He also told parents of a "scandal" at Galsford school centring on the two women teachers who have been appointed to the posts of deputy headmistress and head of mathematics at Worthing High.

Parents also heard: "The scandal at Galsford School centres on two teachers who jointly have been involved in a number of unsavoury incidents including brawling and drunkenness. Considerable pressure and intimidation have been brought to bear on a small number of teachers at Galsford who have been brave enough to try to expose this scandal and to draw attention to the unsuitability of these teachers for the posts they have been given."

The two women were subsequently named by the governors as Mrs Joyce MacKnight, the acting headmistress at Galsford, and Mrs Mary Yates, the head of mathematics.

Details of the alleged incidents were given by Mr Hutton in a four-page report sent to the Worthing High School governors who met for four hours last week.

Mr Hutton said that Mrs Pardoe had: "Blacked Mrs MacKnight's eye in an incident in a car; Disrupted a school jumble sale while drunk; and Been placed under police control at a police station when in an unruly state."

After the meeting, the governors took the unusual step of issuing a statement clearing the women of having an "improper relationship"

(as claimed in a national newspaper) and asserting that the appointments made had been "suitable and satisfactory".

The governors said that they rejected "emphatically" allegations made against Mrs MacKnight and Mrs Pardoe. The statement said: "They (the governors) found no foundation for the suggestion of an improper relationship between these two colleagues nor any grounds for charges of disgraceful behaviour on the part of Mrs Pardoe."

"They have interviewed both members of staff and the former headmistress and are completely satisfied there have been no incidents of drunkenness and brawling."

"The incidents to which reference has been made have been grossly distorted and refer solely to occasions when Mrs Pardoe was suffering a period of ill health and as a result undergoing considerable nervous stress."

"Medical treatment remedied this condition some time ago. Mrs Pardoe has been a very effective head of department and year tutor at Galsford school."

The governors also dismissed as "without foundation" the charge of mismanagement against the education authority.

Mr Hutton described the statement as a "whitewash". He said he had not been allowed to attend the meeting to put his case.

A 10-page dossier on events at Galsford has been sent to the law and tenure department of the National Union of Teachers by a teacher at the school. Mr Hutton said he would be drawing on this evidence when he appeared before the disciplinary hearing.

Mr Hutton was suspended for four months last year after accusing the education authority of bullying, censorship and lying in its handling of the merger. He was reinstated after a final warning about his conduct.

He applied for the headmaster's job at Worthing High but was unsuccessful. With the closure of his school last month, he does not have a teaching post but he is still on the authority's payroll.

Mrs MacKnight and Mrs Pardoe were unavailable for comment.



Croxteth parents start sit-in classes

by Sarah Bayliss

Between 40 and 80 pupils returned to their desks at Croxteth comprehensive in Liverpool this week to attend a "community" school launched by their parents protesting at the school's closure.

The school, which has been occupied by parents since it closed last month, was staffed by up to a dozen adults who have volunteered to teach, free of charge, during the summer holidays.

According to Mr Philip Knibb, chairman of the parents' action group, none of the staff are former teachers from the Croxteth school. "We advertised and these people came forward. Some of them are qualified but they are all qualified."

He said that "interest" classes in poetry, music, art and games were offered on the first day but subjects such as English, mathematics and chemistry were being introduced gradually.

Parents were obliged to sign a form saying they wanted their children to attend.

There was no electricity at the school but parents hoped to bring an electric generator on to the site soon. Books and equipment were being bought with funds partly raised by a performance given free by the actress Vanessa Redgrave, of the Workers' Revolutionary Party, at the weekend.

Mr Knibb described the effort as a pilot scheme. By September parents and teachers hoped to have sorted out a full timetable for the 465 pupils who were on roll at the end of last term.

"It's quite remarkable that so many children are genuinely interested in going to school during the summer holidays, and it proves this is the school they want," he said.

Liverpool education committee has decided to close Croxteth and open a

new merged school for about 1,000 children two miles away on the site of Ellergreen school.

Mr Richard Kemp, Liberal chairman of the education committee, said this week that the community school could get council funding as a holiday project but there was no chance of a permanent school on the Croxteth site. So far there had been no attempt to remove the parents' sit-in, but if they were still there when term started the council would "re-think" its policy on evicting them.

He emphasized that the building and playing fields were destined for community use and in particular for an MSC project for 350 unemployed youngsters.

Mr Frank Dobson MP, a Labour education spokesman, has written to Mr David Steel, leader of the Liberal Party, asked him to intervene to stop the closure of Croxteth.

Our new address is

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The Scottish address remains unchanged.

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Scholarship scheme for engineers at risk

The National Engineering Scholarships scheme, set up in 1978 to encourage bright sixth-formers to enter manufacturing industry, appeared to be in further jeopardy this week.

A new appeal to industry's top executives for money to pay for next year's scholarships has raised only £19,000 in two months, one-third of the money required, which means it may be impossible to award any new scholarships in the autumn. The money available would simply be used to pay for existing awards.

The scheme, which gives talented engineering undergraduates tax-free scholarships of £500 a year on top of their grant, is meant to be funded equally by the DES and the engineering industry. But, in the depths of a recession, firms have had increasing difficulty finding the cash.

Last year, the shortfall was made good by a £110,000 cash injection from the Treasury. However, it is not certain that that will be repeated this year. So more than 1,000 candidates who are now waiting to hear if they will be interviewed for a scholarship may find there are none available or far fewer than the 300 currently planned.

"It would be a tragedy if it came to a grinding halt before it's even had a chance to have an impact," Mr Ron Shepherd, personnel director of the Ford Motor Company and a member of the scheme's action committee, said this week.

He pointed out that the first large intake of scholars has just graduated and it is not yet known what success they will have in finding jobs.

Since the scheme started, the number of applicants has steadily increased: last year, there were 1,200. The number of scholarships was originally planned to rise to 500 but has been held down because of the lack of industrial funds.

To award 300 scholarships this autumn, a total of £450,000 is needed, of which £225,000 should come from industry. Only £149,000 had been raised by engineering firms when Mr Oscar Hahn, the scheme's chairman, launched an appeal for more funds in June saying he was now going to make an urgent personal approach to company chairmen.

Drama degree

The only honours BEd course to be taught in a drama school opens this September.

The four-year course at the Central School of Speech and Drama, London, will also be the only BEd honours degree in speech and drama. It will be taught in association with the Polytechnic of North London.

The Commission for Racial Equality's recent attempt at publishing a final report on its formal investigations of Berkshire education authority has failed to satisfy the local community relations council.

In August 1978, the CRE began an investigation after complaints that a new zoning system for allocating secondary school places in Reading would lead to a high concentration of ethnic minority and remedial pupils in the Alport Sutton girls and boys schools next to the town centre.



The school monitor is a lizard

Herman, a 4ft-long Bengal Monitor Lizard, has proved an invaluable teaching aid to Mr Steve Limburn, head of the biology department at Portchester School for Boys, Bourne-mouth.

"I use him as an example of movement, but he is also very much the school pet," said Mr Limburn who bought the lizard six years ago.

Now aged seven, Herman is kept in a converted fume cupboard in the classroom during the winter and allowed to run free in the school quad during the summer.

Last year he boosted a fund-raising drive by completing a sponsored by of the nearby Kings Park Stadium.

Teacher trainers face redundancy

Hundreds of teacher trainers face redundancy on terms far less generous than those on which thousands of their colleagues have left the profession in the last five years, after government proposals this week to shut down teacher training at 16 institutions.

This is because the Crombie code of compensation, under which 3,000 education lecturers have accepted redundancy since contraction of the system was started in 1977, expired on August 31 last year. To qualify, redundancy had to be the consequence of a direction from the Secretary of State.

The Government chose that date to end the compensation provisions because they said that by then teacher training reorganization would have been completed. Miss Jean Bocock, higher education secretary of the lecturers' union, NATFHE, said this week: "Then less than a year later they embark on a further round of cuts. We shall be pressing for a revision of compensation."

The redundant lecturers could, however, qualify for more generous redundancy payments than they are expecting - though still less than Crombie - if top level talks, at the DES result in improved payments (see page 1).

The proposals are for teaching training to end at 14 institutions and a further four to amalgamate into two. The contraction in the system is a drop in the school population of more than 1.5m pupils from 1973 to the mid-80s.

But because of a rise in the birth-rate at the end of the 1970s the need for primary teachers will triple in the last half of the 1980s at the same time as the secondary teacher force will be reduced by a third.

Biggest surprise in the suggested list of closures, on which final deci-

Hundreds of jobs expected to go in closure of training institutions

sions will be made in October, is Bishop Grosseteste College, Lincoln, 120 years ago (see page 7). In the past few years it has established a high reputation specifically for primary training.

Being a monotechnic with almost all the students following a BEd degree, there is little opportunity for the 45 members of staff to be redeployed to other departments as may happen in some degree in the seven polytechnics or five large institutes of higher education where it is proposed teacher training should cease. Despite this possibility of alternative employment, together with the fact that over the past two or three years considerable numbers of education lecturers have volunteered for redundancy in order to qualify for Crombie compensation, Miss Bocock said there could be hundreds facing redundancy after this week's announcement.



Miss Jean Bocock

Employment after being made redundant, which could be up to two thirds of last salary.

"There is no doubt Crombie gave more to everybody. But there was the fact that the regulations were so intricate that local authorities could get among them and find reasons why they should withhold various compensations. We fought more than 200 cases in industrial tribunals and in the High Court and some are still running."

Institutions where the Government wishes teacher training to end are the polytechnics of Huddersfield, Leicester, North-East London, North Staffordshire, North London, Tes-side and Thames; the Roman Catholic colleges of De La Salle, Manchester, Newman, Birmingham, and the Church of England's Bishop Grosseteste, Lincoln, together with Dorset Institute of Higher Education, Liverpool College of Higher Education, New College, Durham and North Cheshire Institute of Higher Education.

Proposed amalgamations are Matlock College of Higher Education with Derby Lonsdale, and Manchester College of Higher Education with Manchester Polytechnic. After the poor recruitment of 1980, when some of the colleges listed were more than 50 per cent under-subscribed, many lecturers fearful of the uncertain future volunteered to go or seek other arrangements. One head of department said about 25 of his staff had taken Crombie redundancy in the past 18 months.

Mr David Dillon, head of administration at North Cheshire Institute, said teacher training represented only about 10 per cent of their activity. "We are so diversified that many of our teacher trainers are also involved in other areas, including taking O and A level classes here."

Bert Lodge

Dons angered at 'crude' cuts approach

The Government's "crudely utilitarian" approach to university cuts has been condemned in a letter from more than 200 history dons to the Prime Minister, the Education Secretary, and other political leaders.

The letter, which is signed by staff in 28 departments, says that a disturbing feature of the cuts in university spending has been the discrimination against certain subjects in the humanities and social sciences that are regarded as "less useful" than others.

"We firmly reject criteria so crudely utilitarian," it says. "History is an intellectual training in distinguishing relevant material, in evaluating an argument, and in presenting a logical case."

New rungs in the PE career ladder

The physical education ladder used to be narrow and staid. It was ascended via three years of teacher training, with plenty of time spent in the college gym, to the school gym and its nearby playing fields.

Many PE specialists are content to follow that route, though research has shown that the problem of the ageing PE teacher begins to preoccupy some after a few years (*The TES*, July 31).

But during the past few years, opportunities have increased dramatically for the young sportive to do something other than exercise pupils in a gymnasium. The Central Council of Physical Recreation has been getting so many enquiries from young people interested in a career in physical education and sport that it has produced a booklet setting out the options.

Though the BEd in physical education is still on plentiful offer, no fewer than 15 institutions in the public sector now offer a first degree with either "sport" or "recreation" or "leisure" somewhere in the title. In addition, a PE degree course can be followed at six universities.

The full title of the course at Loughborough is "physical education, sports science and recreational management". The old college, which produced so many PE teachers in the first half of the century, is now a department of what is designated a university of technology.

It also offers a master's degree in the subject, and although competition for a place at Loughborough has always been fierce, it is even fiercer for the 20 places on the MSc course. "It is one of our best recruiters,"

Mr Alan Guy, senior lecturer, said this week. "The PE world is widening. Sport and leisure are beginning to occupy a bigger place in modern society. There are many more jobs for the PE man than just teaching in school. Look at the spread of sports centres."

The Sports Council has pulled or pushed into being 600 sports centres in England alone, most in the past 10 years, and every one needs a manager.

There's been a major shift in higher education. We looked at the field of jobs and designed a course to meet the needs of leisure centres, management of sports clubs and appointments in the Sports Council.

Mr Whetton, who ran the 1,500 metres for Great Britain at the 1968 Mexico Olympics, conceded that not much of students' time is spent practising sport, only three or four hours a week. The remainder is taken up with economics, local government, business studies and law - all the necessary armoury of the desk-bound administrator.

The CCPR lists eight career avenues down which a PE or sports qualification might lead, although two of them, inspector and adviser, would have to be preceded by a third, that of PE teacher in a school. But there remains coaching in clubs, institutes and leisure centres, the job of PTI as they are still called in the Forces, jobs in the private sector with health and fitness clubs and - a rapidly expanding field - outdoor pursuits.

At least with a qualification in administration or management, the PE specialist will have less fear of the future.

A 1980 survey of 130 PE teachers by Mr Andrew Macdonald, Manchester University, showed that no more than 10 years after qualifying, most had made or were making some move away from the subject because of their age. Now at least the school gym has more exits.

A career in sport and recreation - a guide. CCPR, Francis House, Francis Street, London, SW1. £1.00.

In the past five or six years,



Edited by Bert Lodge



On the rocks: The climbing wall at Whitgift School, Croydon, has added an entirely new meaning to "extra-mural studies". The wall, which has been built on to the school's new sports hall, incorporates three reinforced concrete buttresses that can be used as climbing routes.

Report says pupils should be made aware of drink dangers City endorses alcohol education plan

by Richard Garner

Children from the age of 10 should be taught how to cope with alcohol as part of an integrated programme of health education, says a report.

The report has been prepared by the Coventry and Warwickshire Council on Alcoholism and its conclusions have been endorsed by Coventry City Council's education committee.

It cites research which shows that 93 per cent of young people aged between 13 and 18 drink alcohol at least occasionally and that 4 per cent of boys and 3 per cent of girls said they drank frequently because they liked getting drunk.

"What can be said is that from the age of 13 alcohol is very much a part of the young person's world with the potential to enhance life or ruin it," the report adds.

"Society, through its education system, has a responsibility at the very least of presenting the facts to young people, ideally it should prepare young people to cope with this important social pressure. Experience indicates that to start early in young person's general education will more effectively influence behaviour."

The council's survey of health education in Coventry and Warwickshire middle and secondary schools concludes that it varies "from the well-planned and the comprehensive to the ill-prepared and sporadic".

It adds: "Teachers use a variety of approaches including film, discussion and outside speakers. Reports of this nature from the excellent to the horrifying."

The report comes up with a six-point alcohol education strategy which its authors believe should be adopted in schools. They are that:

- Young people should be educated to cope with alcohol so that it is not used in a harmful way;
- Alcohol education should form part of an integrated programme of health education throughout schooling - age 10 is not too early for this to commence;
- Each school should recognise the importance of health education as a vital aspect of the curriculum and alcohol education as part of this;
- Each local education authority should be encouraged to include alcohol education within its health and social education curriculum;
- The health authority, health education department and the local education authority should ensure that appropriate training and materials are available; and
- The Council on Alcoholism should cooperate with them to review the effectiveness of the strategy.

Mr Bob Purser, Director of the Coventry and Warwickshire Council on Alcoholism, said: "We are not saying 'one must not drink'. What we're trying to get over to people is that alcohol is part of adult life and they must know how to use it responsibly."

He said that councils on alcoholism in other parts of the country - such as Somerset and Berkshire - were conducting similar exercises.

However, in Coventry, councillors have already adopted the six-point strategy and plan to send copies of the report to governors of all secondary schools and colleges of further education in the city. In addition, the education authority plans to urge the government to restrict the advertising of alcoholic products.

A report from education officials said that some children were becoming addicted to alcohol from "quite an early age often with unfortunate consequences and permanent damage to health."

"The problem is now more widespread and is considered to be more serious than drugs or smoking," it added.

A spokesman for the I.e.a. said it would be starting to implement the recommendations next term.

Meanwhile, a call for the Government to reject recommendations from a committee of inquiry for a reduction in the minimum drinking age is made in a hitherto unpublished report by the Central Policy Review Staff, the Government's think tank.

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The call comes in a think tank paper, *Alcohol Policies*, compiled three years ago although still unpublished, which also deplores the fact that the age restriction in public houses and off-licences is not being enforced.

The report, details of which are revealed in *The Doctor*, a weekly magazine for general practitioners, also says there is evidence that alcohol consumption is at a record level and will probably continue to increase.

Mr Roderick Humphrey, area officer for primary and special education in the north of the county, praised Alvecot for "a first class job of integration". But he said the authority wanted to extend the excellent work of Alvecot to Langford the nearby junior school.

An expansion of Alvecot would also have an adverse effect on the numbers at Langford, he said.

Mr Madden said parents were reluctant to send their handicapped children to Langford, and some had told him they would opt for a residential school instead. This would cost the county £12,000 a year.

He said that the matter should have gone to the full council because the education committee was not democratically elected, as it had a number of members picked by the ruling group.

Restricting teachers to working with certain age groups would be to look back to the days when two, possibly three, clear divisions of age groups existed in school education.

"We feel it incumbent on us to make clear that any thought in giving expression to such a teacher hierarchy, through salary scales which would be imposed by NAS/UWT, would be opposed by NAS/UWT."

Oxfordshire reported to Ombudsman

Oxfordshire County Council has been reported to the Ombudsman after it turned down plans to expand a village school well known for integrating handicapped children.

Mr Peter Madden, a Liberal councillor from Corington, reported the council to the Ombudsman last week because the decision to turn down the expansion plan for Alvecot was taken by the education committee alone.

Parents armed with a petition and banners went to County Hall last week hoping to persuade the councillors to change their minds at the full meeting. But the plans were not even on the agenda.

Alvecot, an aided Church of England school, takes 25 children, a third with physical handicaps, from the age of five to seven. The governors put forward plans to extend the age range to 11. Parents have raised £10,000 towards the cost of a second classroom.

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Mr Fred Smithies, general secretary designate of the NAS/UWT, entirely rejected giving qualified teacher status to individuals from industry because they could give pre-occupational training to older pupils.

The specific paragraph in the DES proposals is either "lacking felicity of expression or is unpalatable in intent", Mr Smithies suggests, such a suggestion smacked of "the brigade tactics" should be possible for school teachers with suitable enthusiasm and aptitude to get some industrial experience, he says.

Published in May, the proposals suggest QT status might mean no more than a licence to teach certain subjects to certain age groups and that it might also be awarded to

Advert for equality

The London borough of Brent has resserted its policy of not discriminating against people on the grounds of sexual orientation in its bid to find more black school governors. Besides advertising in the ethnic press, the borough will also use publications such as *Stark*, *Rib* and *Gay News*, Mr Bryan Stark, the chairman, said.

"We're not assuming we'll get any gay representatives."

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Mr Fred Smithies

CRE group criticizes parent body's report

by Diane Spencer

The Commission for Racial Equality's recent attempt at publishing a final report on its formal investigations of Berkshire education authority has failed to satisfy the local community relations council.

In August 1978, the CRE began an investigation after complaints that a new zoning system for allocating secondary school places in Reading would lead to a high concentration of ethnic minority and remedial pupils in the Alport Sutton girls and boys schools next to the town centre.

This was the Commission's first formal investigation of an education authority.

Last summer a draft report was submitted to the authority and eventually to the Reading Council for Racial Equality, which had coordinated the local complaints.

The report published in *The TES* on June 11, 1981, sharply criticized the authority but fell in the eyes

of the Reading CRE, to take on board the main complaints of discrimination and lack of equal opportunity for black pupils in the area.

Following very strong pressure from Reading, the commission agreed to redraft the report. A year later, Reading is still unhappy with the second attempt.

A member of Reading CRE said: "Conceptually it is totally inadequate and methodologically it is very weak" but conceded that it was better than the original as it had some positive things to say.

"We want to turn it into a document that is marginally useful at this stage we are not into world shattering achievements."

At a meeting last week, education officers and the CRE agreed to write a limited joint response to the authority, although the education officer has already sent his own response to the CRE.

Computer system used to assess staffing levels

A computer system to work out the number of clerical and non-teaching support staff needed in schools is now available to all local authorities.

One part of the system can immediately assess the implications of a budget change on levels of staffing and can produce a plan for redistributing the staffing budget fairly.

The system is called Education Staff Support Staff Assessment and has been produced by the Local Authorities' Management Services and Computer Committee (LAM-SAC), which is conducting a wide-ranging study of staffing in local government.

"To use the system local authorities need LAMSAC, the necessary information about numbers and ages of children, and the average hourly rate paid to staff. The results cover each school and show what they need according to local data and the local budget."

The cost of using the service has not yet been calculated.

LAMSAC has recently been given a tripartite by the Department of the Environment, which had threatened to stop its 50 per cent grant next year. The DES has now agreed to halve the grant instead.

schools and the total hours in a week needed by individual schools; it provides a check on whether what is provided matches the statistically evaluated model; it gives an immediate assessment of the effects of a budget change and an equitable redistribution of resources; and it provides a valid basis for comparing one local authority with another.

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Heads complain about aggressive magazine articles Resentment rises as parents told how to challenge rules

by Sarah Bayliss and David Lister

Head teachers are becoming increasingly annoyed at advice given to parents in the magazine of the Advisory Centre for Education, which is read by about 7,000 parents every month.

Resentment has built up from a flow of articles which encourages parents to challenge school rules and question the authority of the head.

In the latest issue of the magazine *Where, ACE*, which styles itself the educational watchdog body, publishes a blistering attack on the power of heads.

Mr Dick Foster, deputy general secretary of the National Association of Head Teachers, said this week that heads throughout the country had complained about the "rather aggressive" tone of the magazine. "It tends to be too orientated towards establishing the right of parents rather than their responsibilities to schools, ACE does not bring parents and schools together. Indeed, it tends to separate them more."

In the latest issue, a parent, Mrs Julie Nemmo, tells how she successfully challenged the "mindless conformity" of school rules at her son's junior school. She writes that in spite of legislation purporting to extend parental choice "the real choices in the way our children are educated lie with the great British dictator, the head teacher."

"With the kind of plenary powers that the *loco parentis* concept affords them, heads can impose any rules they deem to be necessary and can enforce them by the simple expedient of removing the opposition."

"Many children have been suspended from school and deprived of their legal right to an education for such crimes as refusing to wear a uniform, refusing to shave off a beard or moustache, growing hair long or cutting it short, refusing to be physically assaulted or breaking any other of the multitude of rules that schools are apparently incapable of functioning without."

She says that because parents themselves are "products of the education system", they have become conditioned to the authority of

head teachers. "To openly question the validity of rules about dress, appearance, consumption of sweets in relation to education is more than most parents dare do."

In her own case, she says that when her son Toby started junior school last September she encountered three "foolish" rules. They stated that jeans could not be worn in school, that drinks could not be taken with packed lunches, and that only apples or crisps could be eaten at break times.

"I don't think they were necessary or desirable and I have achieved the minor miracle of successfully challenging these little edicts and of sending my son to school in jeans, with orange juice in his lunch box and with biscuits to eat at break-time," Mrs Nemmo writes.

During her son's first term at the school she wrote to the head stating that she must not receive corporal punishment from teachers and that she did not accept any restrictions on school dress "beyond considerations of decency, cleanliness and safety".

She also wrote a note to Toby's class teacher saying he would be bringing orange juice in a plastic flask for lunch and occasionally biscuits to have with milk at break. At the same time she obtained an assurance from the local authority that no child could be deprived of his education for wearing jeans.

In the second term, Toby was warned not to wear jeans again to school. After a telephone conversation with Mrs Nemmo, the headmistress wrote saying she was "completely opposed" to her views about dress and suggested that she should find another school for Toby. The head had also warned the whole school about the rule against eating biscuits at break.

Mrs Nemmo replied saying she had no intention of changing Toby's school because of an argument over rules. She asked on what authority the rules about food were issued and stated that she would continue to feed Toby as she saw fit and allow him to wear jeans to school.

She sent copies of all the correspondence to the local authority and has since heard no more from the head. As a result of her experience she strongly advises parents to argue with heads and local authorities on paper - rather than in conversations.

"These tiny victories for common sense and democracy have been achieved, I believe, by the often laborious task of pursuing my aims in writing."

ACE, whose magazine has subscriptions from parents, parent-teacher associations, advice centres and some schools, said this week that Mrs Nemmo's complaint was much more representative of parents' difficulties with schools than was generally believed.

"An awful lot of parents, not just those with extreme views, find themselves and their children, at loggerheads with schools," said a spokeswoman.

"They are shocked to find so much power vested in the head teacher and are worried that, however unreasonable the rules are, they are virtually unchallengeable."

She said many parents who contacted ACE were worried that by complaining and arguing with heads they might jeopardize their own child's education. "They might feel very strongly that the school is in the wrong but they fear there might be some sort of comeback for the child."

Last term ACE had a spate of inquiries from parents who were confounded by their children's suspension from school for breaching what they considered to be petty rules.

ACE advised such parents to be "as constructive as possible" when taking their complaints to the head or governors, but to put everything in writing.

This time last year, ACE produced a charter of rights and responsibilities for schools which included guidelines for helping them make rules in a democratic way and for taking parental views into account. It also included a grievance procedure for all sides to follow when they were in dispute.

People

Mr Illyd Lloyd HMI has been appointed to succeed the late Mr Eryl Davies as Chief Inspector for Wales. Mr Lloyd, who is 52, was appointed HMI in 1964 and promoted to staff inspector with responsibility for secondary education in 1971.



Manchester has made the following appointments: Mr Peter Matthews, head of St Chrysostom's Church of England Primary School, Chorlton-on-Medlock, to be head at Old Moat Junior School, Withington.



Mr Dennis Stronglham, who began his working life as a building trade apprentice, has been appointed as the Inner London Education Authority's new staff inspector for science and technology. For seven years he was an ILEA district inspector for construction and civil engineering.

Mr Bob Vereycken, aged 34, has been appointed head teacher of Addison Primary School, Hammersmith, London. He has been deputy head of Riversdale Primary School, Southfields, since 1975. For the past two years he has been seconded to Spencer Park Teachers' Centre, Wandsworth, as primary induction coordinator supporting probationary teachers in primary schools.

Mr Alastair McMeekin, aged 34, is to be the new head teacher of Bannockburn primary school, Woolwich, London. He was previously deputy head teacher of Fossdene primary school, Chertsey.

Mr John Hill, formerly county education officer for Suffolk, has received the honorary degree of Doctor of Civil Law from the University of East Anglia.

Mr Bill Claxton, who has held senior posts in the ILEA's development and equipment branch will become its head on September 1.

Mr John Evans, director of education for Derbyshire, has been appointed the next chairman of trustees of the central Bureau for Educational Visits and Exchanges.

More girls take top careers

Girls leaving public schools are increasingly moving into careers traditionally regarded as a male preserve, according to a new survey. Business studies, economics, engineering and medicine are all proving more popular with girls educated in the independent sector. And although secretarial work is still the second largest category, the proportion of girls entering it is the smallest since records began.

The biggest increase is in engineering, now chosen by one in 40 girl leavers - twice the proportion of a year ago. More girls, that ever, are doing business studies and economics, which are now the fourth and fifth most popular categories.

The survey was carried out by Mr Sam Danks, careers adviser at Sheffield Polytechnic, for the Independent Schools Careers Organisation and is published in its summer bulletin. It is based on a sample of girls from 90 public schools.

Primary and Pre-school Bishop Grosseteste receives last rites

by Bert Lodge

The Government's new round of initial teacher training cuts (see page 4) has come as a bewildering body blow to Bishop Grosseteste College, Lincoln.

The highly regarded primary teacher training college has been told that its 1983 intake may be its last - even though there will be such a shortage of primary specialists in the late 1980s that secondary staff may have to be drafted into junior schools.

This week, Mr Jim Johnstone, the college's vice-principal, said: "We really thought when the shortage of primary teachers in the late eighties became apparent we would be seen as making a real contribution to solving the problem."

"We decided as a small college to concentrate on primary training. Nearly all our 460 students are following the B.Ed. We see initial and in-service training as part of a whole and we have built up an in-service network not just throughout Lincolnshire and North Cambridgeshire but countrywide. We also run an enormous number of weekend courses for heads and advisers."

"Over the past four to five years - a tricky period - nine out of ten of our students have got jobs compared with the national rate of seven out of ten."

Mr Roy Storrs, Shropshire primary adviser, recently said: "The college makes something exceptional out of ordinary youngsters that other colleges don't. The exceptional ones are

really exceptional." And he is by no means alone in holding that view. It is common for heads and advisers from other parts of the country to ring up the college if they can have a Grosseteste-trained probationer for the autumn.

The principal is Leonard Marsh, a one-time primary school head, and former organizer of the annual Plowden conference. With his encouragement the one-year-old National Association for Primary Education has set up its headquarters in the college.

Bishop Grosseteste is a small monotheistic, a size and class of institution out of favour in recent years - not only on financial grounds but because student teachers do not get the benefit of mixing with students on other courses.

The college has no PGCE course at a time when the specialist graduate who elects to teach is in favour with the present Secretary of State and existing PGCE courses are to be expanded.

The DES wanted to contain primary teacher training to within 50 institutions with one large centre in each region. In the finish someone must have said, "If not Grosseteste - which other?"

A primary adviser was quoted in the TES earlier this year as saying: "Bishop Grosseteste gives students a real survival kit. Now the college's 40 members of staff are looking round for one too."

Angela Anning argues against the artificial tasks of worksheets

Lessons from life

How much longer can we go on feeding a diet of artificial problems abstracted on to worksheets, workbooks or workbook pages to the children in our classrooms? Commercial interests and pressures on teachers to provide visible evidence of recorded learning have combined to cram our children with this bland, unhealthy diet of print.

Most children see no real point in the endless round of exercises. When questioned perceptively children state quite clearly that they are time-fillers. They have a clear understanding that the completion of one tedious task will be rewarded by the teacher presenting them with another. So they slow their workrate to the pace negotiated with that teacher as mutually acceptable.

If we dared make an honest attempt to face up to the real life literacy and numeracy demands of society and gear the curriculum to these demands, the alienation from our education system experienced by so many children might be lessened. The children might begin to see the point of learning to read, write and compute. The teaching within the classroom could be geared to needs demonstrated, gaps revealed, frustrations encountered in the efforts to solve real problems which challenged the children to think.

In an attempt to put this approach into practice and to demonstrate its validity we set a class of six-year-olds the task of organizing a day out for themselves on a budget of 40p per child.

The children quickly reached the decision that the use of public transport was essential. There were 25 of us and a mini-bus takes only 13. A size was small, but he said there was an increasing trend for girls to take career routes previously thought to be male dominated.

ing the time, using money, and simple map reading.

The next phase was planning the food, with the menus drawn up by groups of children. Two children within each group were chosen to go down to the local supermarket to check the prices, count the number of slices in a loaf, biscuits in a packet, apples in a pound, and so on.

The menus were then realistically adjusted in the light of the findings. Children tend to pile items on to mum's trolley in the supermarket with little concept of the total amount to pay, and we felt that selecting food on a budget was a skill they should acquire. An enormous amount of mathematics was learned and taught in the process of planning the picnic.

The teachers were staggered by the competence of the six-year-olds and made painfully aware of how they had often underestimated their ability in the past.

For young children dawning realization of the point of learning increases their motivation and gives them an assurance born of a growing self-confidence in handling real life situations. The "learned helplessness" of so many classrooms saps children's confidence.

They can see the point of learning to read when they are trying to locate the labels for items they need from the local supermarket. They can see the point of learning to tell time when the last bus back to school leaves at a quarter to three. They can see the point of learning to share when that means a fair share for everyone of the biscuits in a packet.

To these clearly expressed learning needs the teacher can direct structured teaching, and the children will want to learn. The study worksheets and workcards can go out through the window.

Angela Anning is head of Wharston Infants School, Salford.



Thirty Years On: Gospel Oak primary school, North London, in 1952 - before Plowden and before the area became gentrified - and in 1982. Pictures by Henry Grant from a recent ILEA exhibition.

Self-expression sets goals too high, claims lecturer

Encouraging children to believe that self-expression was more important than self-control is likely to have been the most devastating shift in educational values.

This claim was made by Dr Edward Norman, Dean of Peterhouse, Cambridge, in the 1982 Ross McWhirter memorial lecture published last week.

Dr Norman, the Reith lecturer in self-expression has taken place over the past 20 years. The prevailing idea that life owed us personal fulfilment to which everything else is subordinate began in the classroom.

He says: "Education raises expectations too high and too soon.

Each child is taught to think that his own satisfaction is his birthright, that life owes him happiness, good health, uncomplicated family and personal relationships, an enjoyment of whatever pleasures appeal to his mind and senses."

This had ushered in a new age of self-expression and was an almost exact reversal of the thought which had until recently characterized Western culture.

Reconstruction should begin in the classroom - the place where the wrong attitudes are born.

Steady work

Female part-time primary teachers were protected from the worst of the cuts last year, according to new figures from the Department of Employment.

According to the DE Gazette, between March last year and this year the total number of full and part-time workers in "educational services" fell from 1,881,300 to 1,764,000. But the number of women part-timers, most of whom were primary teachers, school cooks, and further education lecturers changed little - dropping from 676,000 to 674,900. In previous years, women part-timers bore the brunt of the cuts.

Last year it was the turn of full-time female employees. They had the biggest reduction in numbers. DE Gazette July 1982, HMSO, £2.25.

Milk subsidy angers cities

The Government's decision to extend a Common Market milk subsidy to private schools has angered the Labour-controlled metropolitan authorities and the Conservative-controlled county councils.

Their opposition may mean that only a small proportion of private schools will benefit from the scheme, which now subsidizes milk in state schools in all but seven English local authorities.

All claims from private schools will have to be processed by the local education authority, which could decide whether or not to forward them. Although the Government will let authorities charge for the service, many feel that their staff could be better employed.

"We fully understand the Government's wish to get more money out of Brussels," said a spokesman for the Association of County Councils. "But we don't have the manpower to take on additional work at a time when we are being asked to reduce staff."

In North Tyneside Mr Stephen Byers, Labour chairman of the education committee, said it was "extremely unlikely" that his council would agree to use ratepayers' money to provide subsidized milk to private schools.

Under the scheme, BEC member states - in this case, British local authorities - have to send a proportion of the cost of the milk to Brussels and then receive a subsidy worth just over half. The rest of the cost is made up either from the local authority (if the milk is provided free) or by charging.

Until June 1, local authorities had to raise 25 per cent of the cost but that has now been reduced to 12.5 per cent.

It was this reduction in the contribution that made the Government decide to get a bigger subsidy by extending the scheme to private schools in England this autumn. A similar extension is being considered for Wales, Scotland, and Northern Ireland.

Ban the cane, says TUC

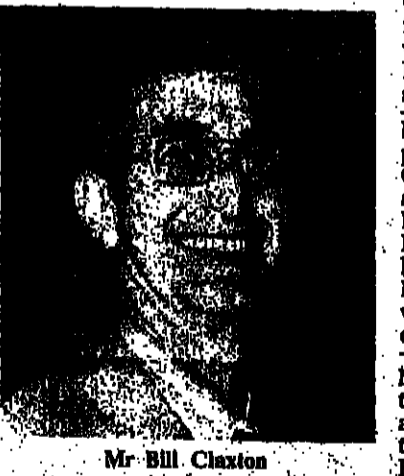
The TUC urged the Government to end the use of corporal punishment in schools.

In a letter to Sir Keith Joseph, the Education Secretary, Mr Len Murray, the TUC general secretary, draws attention to Britain's "anomalous position" as a country where the Government still allows corporal punishment to be used in schools.

"He urges Sir Keith to initiate discussions with local education authorities and teachers' organizations with a view to eventual legislation to outlaw the use of corporal punishment."

SHA appointment

In last week's issue we reported the appointment of Mr Peter Snape as the new general secretary of the Secondary Heads Association. We should like to point out that Mr Snape does not take over until August 1983 when the present general secretary, Mr Donald Frith, retires.



Mr Bill Claxton

THE IDEAL curriculum competition

Light has finally dawned and a Secretary of State for Education has decided that secondary education must be completely rethought. As a start you - with your wisdom, experience and free spirit - have been asked to prepare an outline scheme for an appropriate curriculum for 14 to 16-year-olds, giving your reasons. The only constraint is that it must fit within the existing statutory laws and current practice.

The TES offers a first prize of £200 and five runner-up prizes of £20 for the best outlines by any teacher (primary, secondary, college or university) parent, governor, pupil, student, employer, or interested person of a new curriculum for 14 to 16-year-olds, ending with a new set of school leaving certificates or certificates of qualifications.

Group entries are allowed but prizes must be shared. All entries should carry the name(s) of the

address and school address (if appropriate) of the competitor(s). Entries will not be returned, and no correspondence will be entered into. The TES will retain copyright in all entries. The competition will be judged by the Editor, whose decision will be final. The closing date is November 1, 1982.

Entries should be sent to: Curriculum Competition, The Times Educational Supplement, Strand House, St John's Lane, London, EC1M 4BX.

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E J Arnold PUBLISHING

DES statisticians introduce alternative method of comparing l.e.a.s' performance

New light cast on local authority spending levels

by Sarah Bayliss

An important way of comparing one authority's performance and spending with another has been produced by the Department of Education statistics branch.

The analysis (shown opposite) reveals where the most educationally disadvantaged children live, according to social and economic factors. It groups into "clusters" councils which share similar proportions of children with extra needs.

As a result some surprising comparisons can be drawn. For example, Bedfordshire and Leicestershire in Cluster D have more problems in common with nine London boroughs also in this cluster than with their neighbours in other clusters, most of which are listed in Cluster A.

All 11 authorities in Cluster D have about average numbers of disadvantaged children but they have higher than average numbers of non-white children or children born abroad.

The DES commentary accompanying the analysis describes it as an "alternative" method of comparison. Previously such comparisons were with the average for the class of authority. So, Bedfordshire, for example would have compared its spending and performance with the average for all shire counties.

The new method is certainly significant in the current debate about HMI exercises on education spending and whether one authority's provision is more effective than that of another.

The statistics branch has researched six "indicators" - also referred to as "variables" - each of which shows social and economic disadvantage. The DES commentary states: "It is generally accepted that there is some correlation between socio-economic disadvantage and educational need."

Information about ethnic groups and households was gathered from the National Dwelling and Housing Survey, carried out in 1977-78. Information about free school meals was obtained from a survey conducted by the DES in 1979.

The first indicator is said to be significant since it includes children who need extra tuition in the English language and West Indian children who have been described by the Rapoport committee as "exhibiting a poor performance in schools."

For each indicator a percentage of the children affected is given. They are as follows, with the average for England given in brackets:

1. Non-white children and children born abroad (6 per cent)
2. Children living in low socio-economic households with the head of household in a semi-skilled or unskilled manual job, including farm work (16 per cent)
3. Children living in 'poor housing conditions, overcrowded or without sole use of one of three basic amenities (6 per cent.)
4. Children in one parent families (8 per cent)
5. Children in large families with four or more children (4 per cent)
6. Children receiving free school meals (12 per cent)

Percentage profiles for each local education authority in England

Indicator	Non-white children and children born abroad	Children in low socio-economic group households	Children living in poor housing conditions	Children living in one parent families	Children in large families	Children receiving free school meals
Indicator	Non-white children and children born abroad	Children in low socio-economic group households	Children living in poor housing conditions	Children living in one parent families	Children in large families	Children receiving free school meals
Cluster A "Below average all variables" (4 L.e.a.s.)						
London boroughs						
Barking	4	11	2	4	10	6
Barnet	8	7	1	8	8	8
Bromley	8	7	3	7	10	7
Kingston	8	7	3	7	10	7
Beckenham	8	12	2	6	9	7
Metropolitan Districts						
Solihull	4	12	1	7	8	11
Stockport	3	10	3	7	10	11
Dudley	6	15	8	4	10	8
Bury	6	14	7	4	11	10
Walsfield	2	15	4	8	11	11
Barnsley	2	15	4	8	11	11
Doncaster	2	15	5	7	11	11
North Tyneside	2	15	4	7	11	10
Counties						
Surrey	5	8	3	8	8	8
Essex	3	11	3	8	8	8
Hertfordshire	3	10	2	8	8	7
West Sussex	4	10	2	8	10	8
Bucks	4	10	2	8	10	8
Hampshire	4	11	3	9	10	8
Hereford & Worcester	4	11	3	9	10	8
North Yorkshire	3	15	3	8	8	8
Gloucestershire	2	14	3	7	8	10
Isle of Wight	3	12	6	8	8	12
Staffordshire	8	12	4	8	10	8
East Sussex	4	12	3	7	8	14
Kent	4	12	3	7	8	15
Cambridgeshire	5	14	4	8	8	8
Wiltshire	7	15	2	8	8	8
Avon	5	15	2	7	10	10
Northants	6	13	3	7	10	10
Derbyshire	8	18	4	7	9	12
Worcestershire	7	17	4	8	10	8
Cheshire	7	15	4	8	10	8
Staffordshire	7	15	4	8	10	8
Suffolk	7	15	4	8	10	8
Cumbria	7	18	4	8	11	8
Somerset	7	18	4	8	10	8
Shropshire	7	18	4	8	10	8
Northumberland	2	16	6	8	10	11
Norfolk	2	18	4	8	8	12
Lincolnshire	3	18	5	8	8	11
Cheshire	3	18	5	8	10	9
Devon	3	18	5	8	10	9
Coventry	3	13	5	8	8	15
Cluster B "Average all variables" (28 L.e.a.s.)						
London boroughs						
Barking	7	23	5	7	13	11
Metropolitan Districts						
Rotherham	3	17	7	8	8	12
Wigan	2	19	5	8	12	10
Salford	2	17	5	8	12	13
St. Helens	2	17	5	8	12	13
Sheffield	8	21	8	8	11	12
Wirral	8	21	8	8	12	10
Telford	8	17	8	8	12	14
South Tyneside	8	18	4	7	12	14
Gateshead	2	20	7	8	11	15
Gateshead	2	20	7	8	11	15
Tyneside	6	17	7	8	11	17
Cleveland	6	18	7	8	14	12
Sunderland	2	20	5	7	14	18
Counties						
Essex	5	8	3	8	8	8
Hertfordshire	3	11	3	8	8	8
West Sussex	4	10	2	8	8	7
Bucks	4	10	2	8	10	8
Hampshire	4	11	3	9	10	8
Hereford & Worcester	4	11	3	9	10	8
North Yorkshire	3	15	3	8	8	8
Gloucestershire	2	14	3	7	8	10
Isle of Wight	3	12	6	8	8	12
Staffordshire	8	12	4	8	10	8
East Sussex	4	12	3	7	8	14
Kent	4	12	3	7	8	15
Cambridgeshire	5	14	4	8	8	8
Wiltshire	7	15	2	8	8	8
Avon	5	13	3	7	10	10
Northants	6	13	3	7	10	10
Derbyshire	8	18	4	7	9	12
Worcestershire	7	17	4	8	10	8
Cheshire	7	15	4	8	10	8
Staffordshire	7	15	4	8	10	8
Suffolk	7	15	4	8	10	8
Cumbria	7	18	4	8	11	8
Somerset	7	18	4	8	10	8
Shropshire	7	18	4	8	10	8
Northumberland	2	16	6	8	10	11
Norfolk	2	18	4	8	8	12
Lincolnshire	3	18	5	8	8	11
Cheshire	3	18	5	8	10	9
Devon	3	18	5	8	10	9
Coventry	3	13	5	8	8	15
Cluster C "Above average all variables except indicator 1" (4 L.e.a.s.)						
Metropolitan Districts						
Salford	3	28	11	8	18	21
Knowlsey	2	31	8	8	18	28
Liverpool	3	27	18	8	17	28
Manchester	16	24	12	13	22	28
Cluster D "Average of all variables but above average indicator 1" (11 L.e.a.s.)						
London boroughs						
Richmond upon Thames	12	7	4	8	8	8
Hillingdon	11	11	4	8	8	8
Harrow	19	8	2	8	10	8
Huddersfield	14	10	4	7	12	7
Barnet	16	13	4	8	11	8
Merton	20	7	6	7	12	8
Croydon	18	11	4	7	14	12
Hounslow	23	14	8	8	11	8
Counties						
Bedfordshire	12	14	4	8	10	8
Lancashire	13	14	8	8	12	8
Cluster E "Above average all variables" (8 L.e.a.s.)						
London boroughs						
Waltham Forest	28	15	11	8	18	19
Waltham Forest	28	15	11	8	18	19
Metropolitan Districts						
Kirkcaldy	15	21	9	8	16	12
Coventry	18	23	7	8	18	18
Sandwell	18	22	11	8	18	18
Braford	17	22	9	8	17	18
Birmingham	23	22	9	8	21	18
Wolverhampton	28	21	17	8	22	12
Cluster F "Above average all variables - indicator 1 substantially so" (4 L.e.a.s.)						
London boroughs						
Ealing	38	18	10	7	18	13
Haringey	42	19	9	7	18	14
Brent	48	17	8	11	14	13
Newham	36	28	18	7	18	11

At the other extreme, in Cluster F, where there are above average proportions of disadvantaged children and substantial proportions of non-whites, four outer London boroughs are listed.

It is clear that if the HMI, DES or local councillors wanted to compare performance and education spending of Ealing education authority it would make more sense to compare it with Haringey, Brent and Newham in Cluster F than with the boroughs of Havering or Sutton in Cluster A.

Significantly the Inner London Education Authority which is the highest spender per pupil, does not have the highest proportion of children with difficulties and so does not fall into the bottom category of Cluster F.

For some time the DES has used the six indicators of social disadvantage to calculate each authority's grant related expenditure assessment for distributing the block grant.

What is different about the latest analysis is the clustering of authorities according to their apparent needs and the comparisons which follow about spending and performance.

DES statistical Bulletin 882.

School to work

Cost of youth service put at £1,000m

The real cost of the English youth service is £1,000m a year - 10 times the recorded expenditure by local authorities, according to a report that is to be submitted to the Education Secretary. It calls for management reforms to ensure the money is spent effectively.



The Thompson committee, set up by the Department of Education and Science 18 months ago to review youth provision in England, has worked out for the first time the cost of all resources used in the statutory and voluntary youth services. It believes that when the Government realises how much money is involved - as much as it is preparing to spend on the massive new training scheme for school leavers - it will be forced to take youth work more seriously.

Alan Thompson, chairman of the committee which has spent 18 months reviewing youth provision in England

The committee's figure has been arrived at by counting in the value of resources provided by local councils outside the youth service budget, such as the use of school premises; other public and private funding; and a conservative costing of the time of voluntary youth workers.

The report of the committee, made up of representatives of the youth bodies and education service, will go to Sir Keith at the end of this month and is likely to be published in October. Its main message will be that the Government and local authorities need to do more to see that the youth service is properly planned and run rather than to provide more money.

- legislation to require local authorities to provide youth services and to consult voluntary organizations and representatives of young people;
 - positive policies to combat racism and sexism, to help minority ethnic groups, and some special arrangements for girls;
 - more discussion and closer management coordination with the police and other agencies dealing with the young.
- The committee sees political education as a key activity for the youth service, preferably through active participation by young people in decision-making and in running activities - in schools as well as in youth organizations.

The report will recommend: ● a Government-nominated national body to decide what the various parts of the service should do, obtain consensus for the objectives, allocate resources and monitor performance;

Colleges and schools in country towns are being mobilized alongside employers to set up a wide range of new training and to improve existing projects in preparation for the Youth Training Scheme for leavers which begins in September next year.

The new projects include one-year pilot courses which will begin this year, 12 months ahead of the new national scheme, some of them containing most of the elements which the Manpower Services Commission hopes will make it very much better than previous programmes for the jobless. And some authorities are launching their own big new programmes of vocational preparation within the schools and colleges to provide 16-year-olds with an alternative to the YTS.

Hampshire is concentrating on upgrading as many of its existing Youth Opportunities Programme places as it can. Training content is being boosted immediately for 300 youngsters in the six-month scheme run by the county's recreation department's countryside division, which uses them in teams to maintain parks and restore amenities like canals.

From September the scheme is to be expanded to cover 500 youngsters in the county youth service which will provide employment for about 80 youngsters.

Another workshop is opening in Chatham, and the youth service has another 500 youngsters in the youth club project in the rest of the county. This project, in which youngsters already spend up to a year, is claimed to be the biggest of its kind in the country.

The education department is making provision for an extra 3,000 pupils to stay on at schools or colleges.

Essex, which has from the start done more than most counties to try to make its Youth Opportunities Programme projects provide planned learning, has been asked by the MSC to get 1,700 one-year places ready by next month. The commission's estimate of 430 of these to be on college-based courses - but, it seems, did not tell the county in time.

Mr Kathleen Nolan, chairman of the FE and youth sub-committee, says that although they got down to trying to meet the deadline straight away, they may not be able to deliver the full number of places. Instead, more of the youngsters will have to be offered other kinds of training places in the county.

Mr Roger Jinkinson, assistant to the director at the polytechnic, who devised the scheme, is expecting to enrol at least 1,000 students in September. The scheme is not exclusively for the unemployed although

Southern counties rapidly developing training programmes for leavers

Pilot projects set for take-off

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Edited by Mark Jackson

Fears that 'youth groups' voice will be muted

Youth organizations fear that the Manpower Services Commission is trying to avoid appointing young people to the local boards which will run the Youth Training Scheme for school leavers.

The task group from industry and education, which worked out the scheme, recommended that young people should be put on the new area manpower boards, which bring together the adult organizations and services involved.

But the structure proposed in a consultative document sent out by the commission makes no mention either of young people or of youth organizations.

It is believed that the proposals have been drawn up by officials who had not been actively involved in the task group discussions or the design of the scheme itself.

The National Council of Voluntary Youth Services has reminded the commission's chairman, Mr David Young, that he has told a Commons select committee that the task group had insisted that its recommendations be considered as a complete package, and that the commission had accepted them on that basis.

The council says that Mr Young had explained to the committee that he was not free to drop any of the group's recommendations even if he wanted to.

The British Youth Council has made the same point to the commission's director, Mr Geoffrey Holland. He has already received a complaint from NATFHE, the college lecturers' union, about the lack of any provision in the consultative proposals for teachers to be represented on the new boards.</

Handicap groups outraged at plan to change rule

WASHINGTON: Mr Terrell Bell, the Education Secretary, has formally proposed to change regulations so that schools, for the first time, could consider whether putting a disabled pupil in a regular classroom would result in "disruption" to others.

Announcing the proposed changes in the Education for All Handicapped Children Act last week, Mr Bell said the changes would help streamline federal policy and reduce costs and administrative burdens on local school districts.

"We don't want to take away the rights of handicapped children but we want to strike a balance between having regulations that are too rigid or too easy," Mr Bell said.

The purpose of current federal rules, which were enacted in 1975, is to include handicapped pupils in regular classrooms and programmes.

If the proposed changes are put into effect, "reasonable limits" could be placed on the services that schools are required to provide for handicapped pupils.

Schools would not have to include handicapped pupils in non-academic programmes such as music and art classes and principals would decide whether placing a disabled pupil in a regular classroom would cause "a substantial or clearly ascertainable disruption".

Mrs Shirley Jones, an Education Department attorney who helped to draft the proposals, said that the

World literacy effort proposed

DUBLIN: Demands for a worldwide campaign against illiteracy were made here last month at an international meeting which was reminded that the problem was not confined to the developing countries.

Professor Eve Malmquist, a Swedish researcher, is coordinating a comparative study of literacy levels in 10 countries - the United States, Mexico, Brazil, West Germany, Britain, Nigeria, Egypt, India, Japan and Australia.



Professor Malmquist: "heavyweight" on the need for higher literacy levels

The Project is sponsored by Rotary International, and Professor Malmquist said he hoped it would be the start of a more concerted campaign towards eradicating illiteracy.

He believed the study would provide invaluable information on how various countries deal with the problem among social, ethnic and cultural groups.

He pointed out that the extent of the problem in the industrialized countries was not always appreciated, nor was the fact that literacy levels needed to survive in the technological future would be even higher than at present.

In the United States about 18.5 million adults had literacy difficulties; in the United Kingdom the figure was two million; and in Sweden many left school after nine years' compulsory education but with only sixth grade standard of reading and writing.

Professor Malmquist said that increasing leisure time, more do-it-yourself, more need for training, especially with job changes, would all add to literacy demands. He predicted that by 1985 the minimum necessary to survive in the industrialized countries would be ninth grade standard, and twelfth grade standard by the end of the decade.

The author of 84 books, including three on tennis, he was one of the "heavyweights" at the Ninth World Congress on Reading, organized by the International Reading Association and attended by 1,600 overseas visitors.

At the congress he outlined some proposals he would like the 60,000 member association to adopt. Members should stimulate the government of each country belonging to the United Nations to:

- carry out surveys of the literacy level in various geographical areas of the country, within various linguistic, social and ethnic groups and within various age groups and involving both sexes;
- develop national norms for functional literacy for different groups;
- investigate the possibilities to increase the resources for literacy development and make more efficient use of already available resources (for instance, economic resources, personal resources, audio visual aids, etc.)

International centres for the development of a continuous exchange of information on literacy campaigns should be set up, he suggested. So should an International Literacy Foundation in cooperation between the association and Unesco.

To finance the campaigns he suggested an ambitious funding scheme under which various institutions would be asked to give their entire income from September 8 1983 (World Literacy Day). The institutions he suggested were: companies producing and publishing books, newspapers and magazines; firms connected with the communications business, such as television and radio companies, news, press and advertising agencies; producers of teaching materials of various kinds, manufacturers of television sets, video sets, radio receivers, radio transmitters, etc.

It is an ambitious proposal, but Professor Malmquist reckons that if it succeeds, it will raise \$25,000m (about £14,000m) - money that would make a significant impact on a problem which is inextricably linked to poverty and disadvantage wherever it is found.

Other topics covered by the 200 papers delivered during the five-day gathering included linguistic awareness of Japanese pre-school children, by Yasuchika Imai, and folklore around the world by various speakers.

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Green light for reform

VERONA: After years of delay, Italy's Chamber of Deputies has moved the upper secondary school reform off the launching pad.

Significant changes concern a definite move away from the concept of classical studies entering upper secondary school will have to choose between four major disciplines. A two year course of general subjects will be followed by three years of specialization.

Another important modification is that at least one foreign language will be obligatory for the entire five years and the reform contemplates using native-speaking teachers.

One of the most politicized issues was religious teaching and the article covering this subject now reads that the schools will "guarantee" the teaching of religion according to the constitution, and that students may avail themselves of their "right" to this education. In other words, students not wishing to take part, no longer need to present a written request to be exempt from this subject.

The reform will also put an end to the indiscriminate access upper-secondary school graduates had to universities. Future students seeking higher education will have to possess a diploma in a discipline with "some affinity" to the university course they choose.

A reversal to the reform of 1968 which opened any university course to all, regardless of the type of diploma, this modification will in part address the serious decline in the quality of higher education.

Falling rolls release £2.5m for maintenance

WELLINGTON: Falling rolls have turned up a surprise dividend for the country's primary schools, which will receive an extra £2.5m boost to their maintenance funds this year.

The bonus will lift the total committed to school maintenance work this year to £14m.

Announcing the allocation, Mr Merv Wellington, the Minister of Education, said the extra funds were possible because of a decline in the demand for new schools. No new schools would be built this financial year.

In contrast to the earlier irate messages in the Minister's mail as a result of severe education cuts, teachers and education board members have sent letters and telegrams of thanks. They say they can now paint schools 12 years overdue for a paint job, patch leaks and mend faulty heating.

The Minister acknowledged that some boards had a maintenance backlog and said the extra funds would provide relief. The diminishing need for new schools has also resulted in a national stockpiling of land set aside for future schools. Any sites declared surplus will be disposed of.

The survey, directed by the education department, is still underway and judging by the reluctance of some primary education boards to part with sites they might one day need, could be a long exercise.

Primary rolls peaked at 525,323 in 1975 and by last year were down to 493,856. They are expected to drop to 414,000 by 1990. Secondary rolls peaked at 253,043 in 1978, were down to 224,926 last year and are expected to drop to 198,420 by 1990.

No frills writing to start

A new, uniform style of handwriting said to make writing easier and quicker for most children will be introduced to all primary schools, subject to official approval.

Teachers involved in Education Department trials over the past 10 years, say it will relieve the writing frustrations of young children, because the style more easily fits a young child's hand movements.

The new "basic script", leading later to the cursive style of joined letters, does away with the loops of assorted styles now used in schools.

Teachers say some current handwriting forms such as the "Palmer cursive" require a full hand movement, which is not physically natural for young children who tend to write moving their fingers.

A recent survey of form one pupils showed that those using basic script could write 90 letters a minute, against 68 for Palmer, and 86 for printing.

A benefit named by the department of the no frills uniform approach is the easier transition which will arise for pupils transferring to a new school. Apart from the costs of printing, handwriting guides - already in production - the innovation requires no larger input of funds. Official approval from the minister of education, Mr Merv Wellington, is considered a formality only.

Systems may merge

SYDNEY: The Commonwealth Schools Commission is examining a study of the practicalities of merging the government and non-government school systems.

The study explores models governing an integrated public education system where the removal of the distinction between government and non-government schools would allow all schools to receive full public funding on a needs basis.

It was commissioned in 1981 by the commission and undertaken by the Victorian organizing committee, which completed it last May. Although the study was confined to Victorian education structures it has implications for all states, and the model proposed is most likely to succeed in Victoria could be introduced with as much chance of success elsewhere.

This model, which the report emphasized was not perfect, was one where schools were autonomous but able to maintain their affiliation with traditional links or opt to affiliate with other groups in their regions.

For instance a Catholic school might decide to retain links with the Catholic system but might also decide to work closely with other schools in a geographically defined zone.

The system would be administered by a central body, with representative membership from parents and teacher groups, responsible to the Minister.

The committee recommended common registration provision, and a single body to determine salary levels, resolve disputes and implement decisions.

Faculty places fiddle

BONN: A Mainz university employee has been sentenced to 33 months in prison for illegally helping young men and women win study slots in the limited but coveted faculties of medicine and dentistry.

The Mainz district court found the man, aged 33, guilty of forging official documents and of accepting bribes of money, wine and "the exchange of carresses" with female applicants.

In theory, West Germany's state-operated universities should be able to provide every applicant with a study place, but in practice there are always many more applicants than available places for the study of medicine, dentistry, veterinary studies, pharmacy and the law - all professions thought to guarantee either a high private practice income or a lifetime civil service appointment.

Study places in these faculties are emphasized nationally by the Central Administration for the Allotment of Study Places (ZVS).

If a student fails to register for a place allotted him the ZVS reassigns it to someone else.

The employee of the Johannes Gutenberg University of Mainz, short-circuited the arrangement. Instead of reporting empty slots to the ZVS, he sold them to local applicants.

The parents of most of those who won places in this way were lawyers who solved well-to-do doctors, dentists and lawyers.

The court has not yet decided whether the students were guilty of a crime. Until that is determined, they have been permitted to continue their studies.

Remedial programme shows 25% failure

Soviet schools need radical changes in teaching methods because many able students have been leaving school without the training to make a useful contribution to society, according to Dr Z.I. Kalitovskaya.

She is reporting the results of the use of remedial education theories in the use of remedial classes where more than half of the backward children were helped, but about 25 per cent failed to respond to the special programmes.

(The work, carried out by L.V. Ilyashenko in Leningrad, is part of a new approach being advocated throughout the USSR. It is based on dividing backward learners into two main groups: the educationally neglected, and those with a low educability.)

Still unwilling to use the term "intelligence", leading researchers in child development define educability as the quality of mind which governs the productivity of academic activity, always providing a minimum of knowledge, positive motivation and other special conditions are fulfilled.

Free Saturday embarrassment

VIENNA: There is an unexpected but steady trend in Austrian primary schools to replace the traditional six day week with longer mornings over five days.

This is making it increasingly difficult for politicians to fulfil their promise to let parents choose, made a few years ago when they avoided a national decision on the length of the school week and left the question to ballots of parents and staff at individual schools.

There are significant regional variations: in the western province of Vorarlberg 90 per cent of the primary schools still work on Saturday mornings, but only 32 of the 211 public primary schools in Vienna do so.

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Letters

Creative and critical responses

Sir - Gordon Mason, in his letter (TES, July 16), takes me to task for not addressing myself to the reform of the teaching of literature to A level students.

While my intention was only to analyse which books are being set and studied ("The Museum of Eng Lit", TES, June 25), I do totally agree with Mr Mason that teaching methods (and examination questions) discourage a personal response to literature.

It was precisely because of this that I concluded the companion article by applauding the adoption of Roy Fuller's *The Individual and His Times* as a set book - because I believe that book will encourage both a creative and a critical response.

DAVID SELF
Wiltowdene
South Lopham
near Diss
Norfolk

of what others have written, through such activities as poetry readings, play readings, play productions. And we should provide more opportunities for creative writing at the O level and A level stages, not as an examinable activity, but for its own sake.

These are ways in which students and teachers "can share their separate subjective responses", and ways, too, which reflect the natural stages of growth in literacy: speaking, reading, writing. If these basic experiences are a genuine part of fifth form and sixth form English courses, it is unlikely that any fair examination paper would fail to "elicit and honour" a personal response, but perhaps an appropriate last word would be a plea for more O level and A level papers of the open book kind, such as the Plain Texts syllabus of the Cambridge Syndicate.

A C THIRD
Deputy Head
Walhamston Hall
Sevenoaks

How can a terminal examination adequately reflect what has happened between books, students and teachers over two years? Mr Mason relies too innocently for his "evidence" on what appears in a 45-minute exam essay - and on what he reads in *She* magazine! Does he not see that such an examination creates expectations and misconceptions about the nature of literary study against which teachers must often struggle - that it puts pressure on students to find substitutes for their "subjective response"?

There is more to the problem than Mr Mason perceives. As a county inspector he is better placed to tackle it than the teachers who try to cope with its effects, and whom he appears to regard as its cause.

MICHAEL GARRARD
26 Lowdgate Close
Basingstoke
Hants

Sir - I am a pity that articles in print produce a ridiculous polarization of responses. Thus, I am sure that when David Self wrote his article on "The Museum of Eng. Lit." (TES, June 25) he was not advocating dictated notes and prepared answers any more than the A level boards advocate them. But Gordon Mason in his reply ("Literary latitude", TES, July 16) goes to the other extreme in encouraging "subjective responses".

The personal response to an A level text can be quite mild and undisciplined, not constituting a reasoned interpretation at all. It encourages an extension of egocentricity which is observable also in our professional theatre, in TIE teams and in candidates for discretionary awards to drama schools. They simply will not strive to interpret roles outside themselves, but are concerned with self-expression however little self there is to express and in defiance of the liberal demands of the role (or text). As such, the world of literary and dramatic judgment merges sadly with the self-centred response.

Let us keep literary criticism, but encourage the proper teaching of it. "Write a poem about King Lear" will not do.

GERAINT LLOYD-EVANS
54 The Wick
Bengeo
Hertford

Sir - May I comment on the two answers delivered during the five-day gathering in English literature are taken by a greater range of candidates than in the past, may also in a sense be "new".

Recently, during a period of sabbatical leave, I carried out an enquiry into methods of teaching English literature to O level and A level candidates. It became clear through analysis of the answers to questionnaires, distributed in six schools, of very different kinds, that our teaching methods at these stages imply the following assumptions, among others:

- that writing critical essays is the most important kind of writing;
- that writing is more important than talk, and can flourish without talk;
- that individual work is more important than working in a group;
- that creative writing, particularly of poetry, is of minimal importance.

Since very few of our students are likely to become literary critics, I suggest that we should develop classroom strategies that reverse these assumptions. We should place more emphasis on talking, not only in relation to books but as an activity valuable in itself. We should create more opportunities for shared enjoyment

about which Mr Pratt so justly warns us. There is no doubt that we should be completely satisfied with the NFM. And we should be completely satisfied with ourselves.

MAX HARRISON
London NW11

Sir - How grateful we should all be for the comments on the National Festival of Music for Youth by George Pratt and John Griswold (TES, July 16). Presumably a few reactionaries linger in odd nooks and crannies who would say that their views represent an abject trendiness, a supine acceptance of the "easiest way out", an abdication of responsibilities that is wholly contemptible.

But now that I have been shown the light by these considerate gentlemen I am horrified to discover that I approached the NFM in an unacceptable way. Mr Pratt is especially to the point when he explains that it is wrong to pretend to young people that one thing is better than (or even distinguishable from) another. I can now see, for example, that pop music - any pop music - is every bit as good as Bach, Mozart and other stuff of that sort.

No, the NFM was absolutely wonderful. The organizers - wonderful people - did an absolutely wonderful job. The teachers who prepared the participants all did an absolutely wonderful job. The young people themselves were all absolutely wonderful. And their achievements - wonderful - were of a degree of emphasis - wonderful - that is absolutely equal. This is particularly a relief, as it renders impossible the glorifying the individual!

It sounds fine to say that the Oxbridge entrance is designed to test potential rather than achievement. I would suggest that it is not easy to show potential in an arts subject if one's reading is relatively limited or one has had limited practice in the type of critical writing that is required. Also, it is difficult these days, with threats to pupil-teacher ratios, to find the time to tutor in an appropriate way, quite apart from the problems of near-remedial teaching one minute and remedial teaching the next.

We certainly have candidates who should be and are encouraged to compete, but I do not believe they do so on an equal basis at the moment, with the present type of entrance papers or procedures. Why not set papers for which you do not have to make allowances? Wouldn't such papers show whether the potential was there? As an alternative, why not ask for a detailed report, under specified headings according to the subject, together with several examples of the candidate's written work? Most other universities call our students for an interview on the basis of details on the UCAS form where one does try to paint a fair and reliable picture of the potential undergraduate. Could not the same apply to those seeking places at Oxbridge?

PETER KING
Director of English Studies
The George Ward School,
Melksham

Sex and science

Sir - Howard Green (Letters, July 9) suggests that whereas girls are discriminated against in maths and science, boys are discriminated against in modern languages. Perhaps the high figures for English GCE results and A level choice merely reflect the discrimination against girls in maths and science: the most able boys choose maths and science, the girls English.

The most able girls are not encouraged to do the sciences, so they do languages. This situation does not reflect on any particular school or college, rather on society as a whole.

When, in any lesson, a particular group demands a disproportionate amount of the teacher's attention, "at the expense of equally intelligent but far less confident" students, surely it is the teacher's job, once the situation has been identified, to remedy it.

Thinking with the ratios of the sexes in teaching groups is not going to solve any problems. But once the problem is recognized, an honest attempt to compensate for it in the present system will at least be a step towards its solution.

BOB SLOAN
34 Upper Park Road
St Leonards on Sea
East Sussex

males suffer in later life from this deficiency in their careers and their levels of achievement?" The answer, obviously, is no.

In those occupations where language ability might be considered important like politics, diplomacy, journalism, the arts or even teaching, males are not significantly handicapped compared with females, who might reasonably be expected to be well represented numerically, reach the top quicker and earn more money. They do not, largely because there is so much positive discrimination in favour of males, so schools should begin, for once, to pay more attention to girls and more time making sure they are equipped over a wider range of subjects, to compete with males in what is an unfair world.

Of course it may be argued, with some justification, that we must look to the poorer performances of many males in other areas of life, to explain why they achieve more in their careers than females - their well-researched chronic underachievement in the home, for example, including a general inability to manage even simple domestic tasks, together with a low threshold of tolerance towards children and animals.

In philosophical and moral matters too, males are frequently deficient. They are often quite unable to see when they are being patronising, unfair, sexist and discriminatory.

If Mr Green would care to experiment with single-sex setting in order to remedy these underachievements, some of us would be, frankly, delighted.

LYNNE SHERIDAN
Dept of General Studies
Old Swan Technical College
Liverpool L3

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Letters continued

System disables the bottom 40%

Sir - Your sympathy for Sir Keith Joseph's dilemma (TES, July 23), over his offer of £2 million for the 500,000 boys and girls who constitute the bottom 40 per cent is misplaced. You seem to have accepted his own arguments when you write, in italics, "there is no spare cash" and suggest that "the education service should be grateful for small mercies."

You seem to have forgotten the "Assisted Places" scheme, which can be given up to £50 million to buy 12-15,000 unnecessary places for children in private schools when state schools are being closed because of falling rolls.

D MITCHELL
National Chairman
Campaign for the Advancement of State Education

Sir - The editorial "The bottom 40 per cent" (TES, July 23) suggested that the only real solution for this group, whom the school system fails so badly, is to introduce selection at 14 and a system of "lower level" courses. This argument is completely

mistaken. Such a solution would merely institutionalize our present problems. I agree, however, with your analysis of the problem. The "bottom 40 per cent" are the necessary complement of an examination system designed to produce 20 per cent with O levels and 40 per cent with CSEs. The effect of this system is to cause nearly half our children to leave school with a sense of failure and a distaste for further education.

We have now learned from YOP that many of these young people have vast untapped ability and are keen to obtain "training" as they are turned off by "education". When it is realized that training is taken to include literacy and numeracy, it is clear that the structure of the present school system is disabling rather than developing the abilities of as many as half our children.

The solution to this problem is not the development of vocational courses for the "failures". Given the commitment to the provision of vocational preparation to all who leave school, it is ridiculous to sug-

gest that vocational preparation should start at 14. A diet of continuous work experience from 14-18 is no more the answer to our educational problems than it is to our employment problems.

What is needed is firstly, the abolition of examinations at 16 and their replacement by an individualized system of assessment, which will enable all children to succeed rather than measure the success of some against the failure of the rest.

Secondly, the curriculum must be rebuilt around the interests of the children who are being taught. It is not that arts and science, drama and sport must be replaced by engineering and preparation for work but that these subjects should be taught in ways which engage the interest and experience of a majority of children.

CLARE SHORT
Director
Youthaid
9 Poland Street
London W1

Dyslexia lessons

Sir - Perhaps I can answer John Danser's question of July 9. It is essential that an accurate diagnosis is made using the Dunlop or similar test, or the Aston Index. Then:

1. The child and parents are given an outline of the problems in layman's terms. This invariably produces a sense of relief and comfort that a course of positive remediation is available. It prepares for the acceptance of a minor handicap and seeks to prevent negative comments especially comparisons with more fortunate, usually younger and opposite sexed siblings. The sociology of the family must be right.

2. Teachers must be informed that the child is handicapped in more technical terms, encouraged to adopt a positive, encouraging attitude and to avoid the spurious assessment which is common in such cases. They should know that sympathetic arrangements can be requested at external examination time. Heads can ensure that the child enjoys the same input experiences as his intellectual peers although allowances must be made for the nature of written answers. The sociology of the school must also be right.

3. On the neuro-physical side, physical education should be biased towards individual and small group activities such as golf, darts, archery, swimming and cycling. The object is to open alternative neutral pathways by-passing occlusions and areas of immature development in the brain.

4. In serious cases a structured approach to learning is then possible using equipment like the Aston Portfolio.

The answer is, therefore, a global one involving many social and teaching skills. But it works.

NORMAN FREEMAN
3 Greenlands
Wombourne
Staffordshire

a one-to-one relationship within a private context can dyslexia be successfully remedied. This is not so. Once you lose sight of the fact that each child is different and thus reacts to different situations differently, then no matter how good a teacher you are you will not be successful. If I, in a one-to-one situation, react chemically badly to my pupil and more importantly vice-versa, then I have nothing to fall back on.

The work done at Millfield, Torporley, Bangor must complement the work of the Dyslexia Institute, and no one must assume that a one-to-one relationship is necessarily the best.

B. T. FELL
The Cottage
Bulkeley Hall Lane
Bulkeley
Near Malpas
Cheshire

Sir - As an experienced remedial and class teacher I cannot help feeling that Mr Danser (TES, July 9) has his motives confused. As he so rightly says, children are "feeling and emotional human beings". In a well-organized classroom where individual children are taught at their own level, there is no need for a child with learning difficulties to feel a failure.

Indeed, in our school a dyslexic child in one class not only has the support of his teacher, but also has the assistance and encouragement of the other children who are only too proud of each small success he achieves.

Certainly extra individual help can be valuable, but the relationship with a sympathetic class teacher who has at her/his disposal the expertise of remedial staff, is of greater value than weekly withdrawal sessions. If we want to give help, surely the answer lies in smaller classes and qualified support within the school, not in isolated weekly sessions.

GWEN CORBETT
Water Hall Middle School
Blechley
Bucks

Training for heads

Sir - John Watt's letter on in-service training for heads (TES July 16), rightly emphasized the fact that regional initiatives are now emerging and that it is now urgent that an appropriate model be established so that we ensure that in-service training takes place in every part of England and Wales.

The Government has shown great interest in this subject, and both the Society of Education Officers and the National Association of Head Teachers have submitted papers to the Department of Education and Science emphasizing the urgent need for training to take place on a regional basis, with appropriate coordination from the centre.

It is, however, essential that the Government injects funds which will ensure that in-service training takes place throughout England and Wales

on a comprehensive basis. We can ill afford to continue much longer with what amounts to a gloriously ad hoc pattern comprising a few good regional initiatives, a few good local authority courses and quite a large number of insular and downright inadequate local authority provision.

The time for talking has come to an end and the time for action has arrived. If the Government is really interested in the subject of ensuring that we train our heads properly, having regard to the urgent needs of the 1980s and 1990s, then it ought to make an announcement soon and commit funds for this purpose. There can be few more pressing projects deserving of DES funding than the need to ensure that the leader of the profession are properly trained.

DAVID HART
General Secretary
The National Association of Head Teachers
Haywards Heath
Sussex

Future imperfect

Sir - There is another reason, in addition to that rightly identified by Roger Lock (TES, July 23) why teachers of Nuffield Science cannot assume that the future is secure.

The 16-plus consultative documents, in chemistry and physics at least, appear to have set the parameters of a new dark age. Not only did these papers contain closely defined course material but their style and content were clearly intended for regurgitative teaching and are inimical to the Nuffield spirit.

Unlike the present arrangements it is intended that the 16-plus will be regionalized and there has been no indication that schools should be able to opt for an examination out of their region, even supposing that a more acceptable syllabus existed.

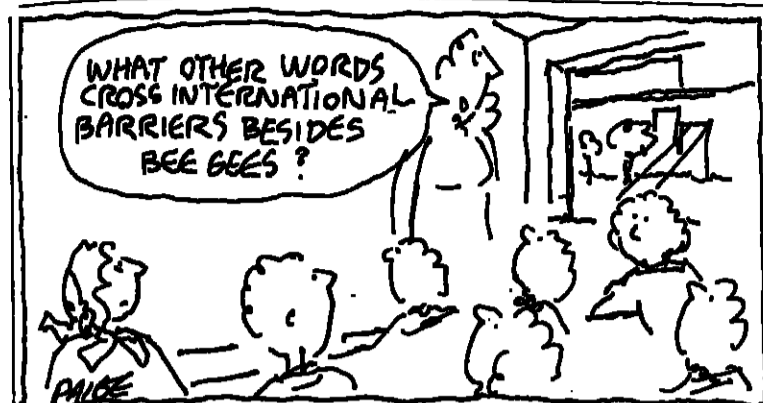
It is difficult to believe that the Nuffield courses and examinations will simply fade away but I have heard nothing official to the contrary. I am given to understand that the boards are awaiting signs from the users of Nuffield examinations that there will be a demand for Nuffield papers if and when a 16-plus system comes into being. I am writing to the boards which set my school's Nuffield papers to make our views known to them and I would appeal to others who share my anxiety to do the same.

There need be no incompatibility between Nuffield methods and a common system of examining at 16-plus option - Nuffield style. What would be intolerable would be to see twenty years of curriculum development die and be forced back to the kind of teaching which gave science a bad name in the fifties.

Those who value and practice progressive science teaching must not let it happen.

H. D. LINNELL
Head of Science Faculty
The Brathall High School
Cheshire

Talkback



Survival language

ROB SLOAN

Language teaching is not suitable for most of the present school population. English and one or two foreign languages are usually taught quite independently. In foreign languages the emphasis is on the written word, and most school-leavers are unable to communicate effectively with non-English speakers. Perhaps the answer is to teach the skills of communicating that could be used in all languages rather than the teaching of just one or two foreign languages.

A course designed to teach 20 different ideas in 20 different languages would produce students bet-

ter at communicating with other language speakers than a course that was designed to teach 400 words in just one other language. Time spent in learning to express one idea in a cross-section of languages with different grammars, scripts and syntax, yet some with common forms that cross the language barriers, would help with the understanding of any foreign language that was studied later.

The advantages of the study of Latin as being a good subject for a prospective linguist would apply as well or more to the study of a course covering many different languages. And a course that was based on being able to communicate with others would be of benefit to the whole range of abilities in the school population.

A course in languages as communication could fit conveniently into our curriculum in the first year of secondary school as an introduction to the deeper study of one fo-

reign language later. With emphasis on other cultures as well as other languages, this approach could be part of an integrated studies or interdisciplinary course such as is sometimes used in the lower secondary schools. It could perhaps continue alongside courses in single foreign languages, to their mutual benefit.

Disturbance between people with different languages, as in some of our communities, could be eased if the different languages were used more in a school course.

And pupils speaking English as a second language would have the advantage of knowing another language to help them with their language work, which could help compensate for their disadvantages in the rest of the curriculum.

Most pupils get little benefit from the study of a single foreign language. Often it is only studied for a year or two, and dropped when options have to be chosen, with no real proficiency reached. It would be better if everyone at least knew some of the common words and phrases used in the other languages that we are likely to hear or see, such as Welsh, Gaelic, and others here and abroad.

Our school-leavers should have the ability and confidence to communicate simple ideas to people who speak other languages. A small vocabulary, a survival kit of words, in many languages is going to be more useful today than the restricted skills in one language that are required to pass an exam.

Bob Sloan is a form tutor at Lower Grove School, St Leonards, East Sussex.

Sloppy English

STAN BUNNELL

I continue to be astonished and depressed at the quality of English shown in the applications I have recently received for an English vacancy.

Mistakes in spelling included: *acquired*; *enthusiastically*; *subsidiary*; *hole* (for whole); *English*, *curricula* (as adjective). One encouraging point was the absence of obvious errors in practice/practise, separate/recommended, curriculum - which appeared in previous applications.

Punctuation was generally poor. Many candidates had little idea of how to use commas correctly to separate phrases. Hyphens were used to join words at the end and the beginning of lines. "The" in "The Times Educational Supplement" was commonly placed outside the inverted commas. Full stops were omitted at the end of sentences and even paragraphs. Capital letters were used indiscriminately and inconsistently, even in the same line. Semicolons were used for commas to separate phrases from the rest of the sentence. It and its were used incorrectly. A and of were used in interesting variations. The apostrophe in "children's" and "gentlemen's" was omitted or wrongly placed.

The layout of letters was often worse than that which I would expect from pupils in the fourth year. The candidate's address and the school address were often placed on the same level at the head of the letter. The date was inserted in a bewildering variety of positions. The address of the school was given without "headmaster" above it. There was confusion between "faithfully" and "sincerely" solved occasionally by using only "Yours". Yours Englishly appeared several times. Punctuation in headings was inconsistent.

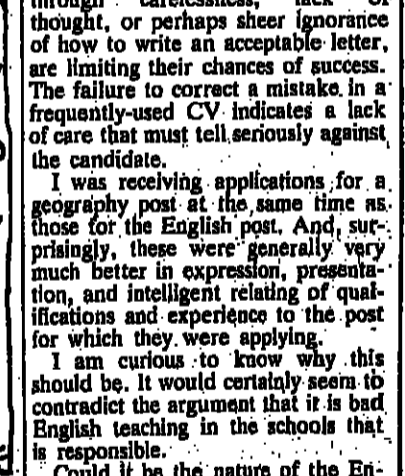
I do not expect candidates to use expensive writing paper, but a sheet torn off a spiral note pad about the size of a piece of toilet paper seems to show an excessive disregard for the general appearance of an accompanying letter.

In the curriculum vitae age and date of birth were sometimes omit-

ted. The class of degree was not given by a candidate who gave all the grades gained in GCE. The value of the inclusion of a long and detailed list of vacation jobs may be questioned. This often took up much more space than the candidate's academic qualifications. I do not doubt that they add considerably to a student's experience of life and provide much-needed money, but it is doubtful how relevant a few weeks as a chambermaid in a Park Lane hotel is to an application for an English post. The relevance of D.I.Y. on car and home may also be questioned.

Reading was frequently given as one of the candidate's interests. Am I old-fashioned in expecting, even in our media-dominated society, that an interest in reading might be assumed in an English specialist?

One candidate wanted "to make a personal investment in (the school's) system of pastoral care". On writing there was a desire to be "included in an actively concerning such work". One aim of English teaching was to develop "the lan-



It came to pass

TOM DUNCAN

Now there was an elder of the House of Evelyns, a scholar and scribe called Thomas, toiling in the land of Viewley, teaching the children by day and checking their presence in the Book of Souls by night.

To this man came a chief among the elders and sayeth unto Thomas: "Thomas, the Lord hath sent a plague upon us for He hath said: 'Thou shalt have no other gods, and we have bowed down to the computer; and the Lord hath smote the computer and it bringeth forth bad fruit. Verily, I say unto ye, Thomas, that thou must maketh the roll of all thy people and give to each a class, and a time of day, and set each apart in a place of thy choosing for the year which will soon be upon.'

When the good man heard these tidings he fell upon his knees and, with wailing and gnashing of teeth, he rent his garments and cried out: "Lord, why has thou forsaken me."

Then he journeyed off unto a few days, and set up his tent, and for 40 days and 40 nights he constructed the roll of all his people, giving to each a class and a time, and setting each one apart as he had been bidden.

When the time came, and the task was done, he gave thanks unto the Lord, and returned to his people, and set before them the roll so that all could behold the wonder he had wrought.

And they sayeth, one unto another: "Wherefore should I do this, when this other doeth that?" and: "How cometh it to pass that this one hath these hours free of toil when I have little or none?" And those who toiled only part of their time cried: "Look how he hath allotted me hours when the sun setteth when he knoweth of my desire for hours when the sun riseth." And they were all sorely aggrieved.

And many spake against him to the chief among the elders.

But the elders consulted Thomas, saying: "Thomas, thy wonder is recognized by us and we are pleased with that which thou hast given unto us to do, even that which there is. Thy people are like little children and comprehendeth not, and if thou keepeth thy head down for a few weeks thy people will fall to reviling the children in the classes, at the times and, in those places thou hast allotted to them, and thou wilt be forgotten."

And it came to pass, even as the elders had spake.

Tom Duncan is deputy head at Evelyn's School, Hillingdon.

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DRAWING ON LIFE

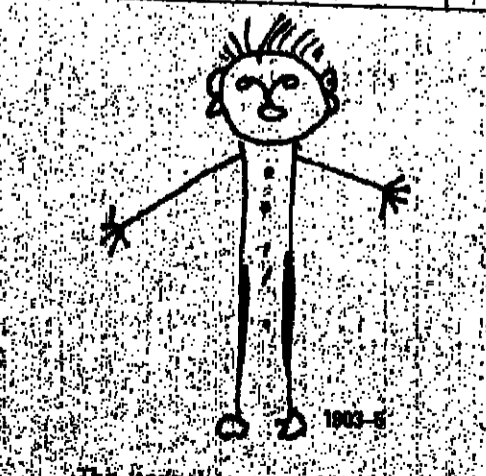
John Willson traces the search for meaning in children's drawings



Up to the age of seven it is often difficult to tell whether boys are drawing a male or female figure. There can be no doubt about the masculinity of this figure. 1975 drawing



"I am drawing a very wet day" The sun in the sky has been partly shaded over to indicate cloud. Some of the raindrops have radiating lines, like the sun, and there are faces on the flowers whose roots are shown as a transparency. 1975 drawing



The tadpole man, although the trunk has not been defined, its lower edge the row of buttons indicates that it is present for the child.

It was a rainstorm, one winter's day in 1882-83, that forced the Italian artist Corrado Ricci to take shelter under a portico when he was returning from Bologna. Whilst waiting for the rain to clear, his attention was attracted to the graffiti which covered the walls of the arch. At the higher levels there were "brutal and obscene epigrams", but lower down were the drawings of younger children. Ricci was fascinated by them. In *L'Arte del Bambino* (1887) he writes of how he got the daughter of a friend, and later the children in an elementary school to produce drawings for him.

Eventually he had 1250 drawings, and on the basis of these he produced what is essentially the first systematic study of child art. It is not a quantitative study, but one full of observations and insights. "That which interests the child is the minute . . . a shepherd with a basket of eggs, a priest who passes with an extinguisher, an old woman with a brazier, or a beggar with a scarlet cloak" he wrote. "Children at first do not artistically represent an object but describe it . . . Art, as art, is to them unknown . . . Those draw least badly and learn quickest the true integrity of things who have the best memories."

But memory, he maintains, is not everything. "Those who have made the best drawings, save with one or two exceptions, are the best among the scholars . . . later on, however, those who will reveal themselves to be those who in school cut the poorest figure."

Ricci's work created a great deal of interest in Europe and the United States and numerous studies followed. Amongst them was that of Lenia Partridge. Collecting two thousand drawings from children aged three to thirteen in English elementary schools she analysed them for the features of the human figure. She was impressed by the "regular and clearly marked progress which the drawings show from year to year" and believed that "it is even possible to predict with remarkable precision the sort of improvement one may expect to find appearing in the years between five and ten." Children did not tell all they knew about an object, she observed, but selected and rejected, and chose the salient features. It did not matter how difficult the subject was - "ease and difficulty do not seem to enter at all into the child's thinking."

Partridge felt that for the child, drawing and pictures are a language; drawing is description, not representation. "If the child is allowed to use drawing for what it really expresses for

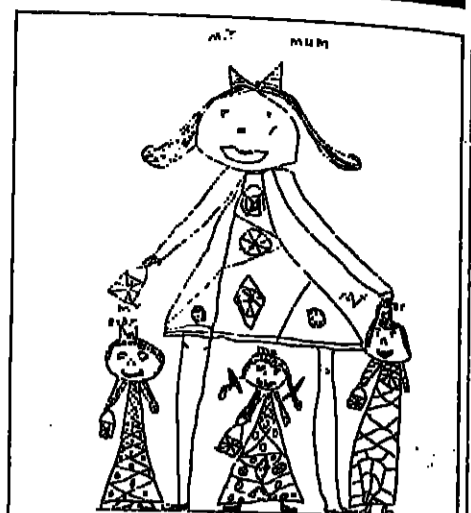
him, his powers of observation, and even his aesthetic feelings may be cultivated . . . Drawing would often prove a reader means than writing, or even speaking, of getting at what is really in the child's mind." She quotes Tolstoy that "Art, like speech, is a means of communication. By words man interchanges thoughts, by the forms of art he interchanges feelings."

One of the most famous studies was made by Kerschensteiner, an inspector of schools in Munich. He studied 300,000 drawings by school children and published his findings in a substantial volume in 1905. It was never published in English. Whereas earlier writers had stressed the importance of the child's interest in a subject, he believed that "development in drawing expression" depended also on both careful instruction and the copying of pictures of the subject done by other hands. It was also greatly dependent upon the child's conception of the whole form. Memory was insufficient; the child needed to have the "gift of imagination". He found that when it came to producing an "imaginative visual picture" boys showed considerably greater talents than girls. Girls were more gifted when it came to the rhythmic decoration of flat surfaces and showed their achievements earlier than boys. The "gift for ornamental decoration of flat surfaces and objects" appears earlier than an ability to express "body and space".

Kerschensteiner believed that decorative work could be better done with a brush than with a pencil or pen. There was not much difference in drawing ability between children of the same sex up to the age of eight, but the difference grew very considerably from then up to the age of eighteen. He remarks that "Very great talent in drawing expression in children is regularly bound up with good intellectual ability, but the sentence is not reversible."

He found remarkable sex differences. Girls were markedly inferior to boys in the free art tests, at least with town children. He attributed the girl's weaker work to several reasons: boys had more drawing lessons than girls; the ability to conceive the wholeness of an object was most likely to favour the boys; girls' classes were "in the hands of female teachers, the majority of whom lacked themselves proper instruction in drawing, and so are robbed of a very helpful aid, which is available to the mostly more knowledgeable male teachers."

He asserted that "it is also a fact that the lesser ability in drawing expression in the



A family picture, but it does not include father. The child who drew it has placed herself securely within the space of the mother's legs whilst the other two children are placed outside, but still under the protection of the arms. 1975 drawing

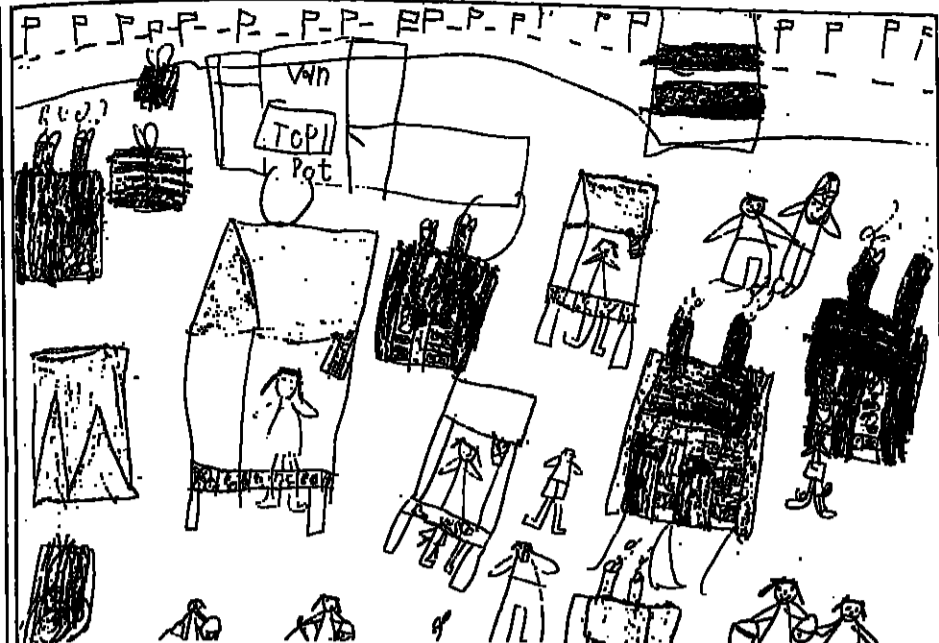
female sex is a historical fact. Among the great women artists in painting there are in the history of art only three who came to fame worth mentioning, Elizabeth Luise Vigée Le Brun, Angelika Kaufmann and . . . Rosa Bonheur."

Provocative and somewhat limited though this may be as an interpretation of sex differences, Kerschensteiner's findings on social class and drawing ability are quite revealing. Contrary to expectation, it was not the sons and daughters of commercial artists, painters, sculptors or architects, nor the children of families who had a high standard of living and "high intellectual culture", but those of "simple manual workers who often live in very poor conditions" who were superior in drawing ability.

He cites children from the families of a joiner and a saddler among the high achievers. "Through all domestic difficulties these children find the way to fulfil their drawing urge. What they don't find in their own family, they seek in the neighbours' families, in the workshop or befriended craftsmen, in the shop windows . . . and study the exhibited paintings of great masters. Not the lack of drawing materials nor the lack of light in their room, nor hunger and cold could prevent them from following the strong urge which lives in their soul."

Underlying Kerschensteiner's study, however, is the belief that the objective in art education should be the attainment of visual realism, a view not inconsistent with many of the prevailing views in art schools, ateliers, and academies of the period. This belief, of course, did not survive child-centred approaches to the education of young children. It was also no doubt affected by some of the work of developmental psychologists, for the early impressionistic studies of children's drawings soon became the concern of those who saw drawings as providing a new means of gathering material about children's development. Numerous studies referred to the existence of developmental stages - stages of scribble, of tadpole men, of descriptive realism, and realism, amongst others. Perhaps the most famous was that of Florence Goodenough which resulted in the "Draw-a-Man" test in 1926.

Norman Cameron, however, had another view. Drawing was a "phase within the larger genetic development of language". It would be difficult to argue that language and drawing are not closely related. Young children give verbal labels and interpretations to their drawings; later they announce in advance what they

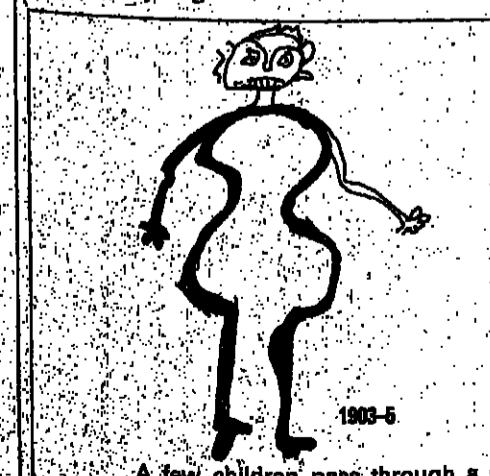


are going to draw. Sometimes language is used to compensate for omissions, ambiguities, or weaknesses in drawings. Some children, before they have been taught to write, invent their own "writing". Drawings can be accompanied by letter-like formations which are then "read". Too little is known about these relationships between drawing, writing, and language (whether verbal or written) and classroom case histories by teachers could help to contribute to this field.

More recently, Rhoda Kellogg in the United States has attempted to show that the drawings of young children follow a logic of their own, a logic with biological origins. Early random scribbling gives way to specific shapes which not only reveal a search for order, but constitute the building bricks of all later drawings. The seeking after order may be shown by the way a drawing fits an outline shape or "placement pattern". And the sun, that feature of so many drawings by young children, itself is adapted to fit many different purposes. Its regular, ordered shape underpins a variety of objects.

Kellogg's biological emphasis is important, even if some of her other views may be more open to question, because the persistence of "developmental stages" in a whole range of studies over the last hundred years is surely sufficient evidence of an evolutionary process at work. Further evidence comes if we compare what children produce now with what they did in Ricci's time in the 1890s. Young children are still, on the whole, showing similar achievements at similar ages as was found nearly a century ago. And this is despite the vast increase in the use of pictures in reading books and aids, easier access to comics and magazines, and, of course, television with its vivid presentation of the human face and figure. During this time art education has followed a variety of fashions - drawing of objects, drawing from imagination, illustration of stories and poetry, self-activity and "free expression".

Remarkably little of the research into child art during the past 100 years has found its way into the classroom. The reason is not difficult to find. So much of it has been carried out by psychologists who were concerned with art as an aspect of the child's development. They were not much interested in aesthetic growth. Art educationists, being in the main trained in art colleges, have shown more interest in older children, and even then, relatively little patience with the disciplines of research. Teachers of young children have either lacked



A few children pass through a stage when they actually omit any definition of the trunk and we have to assume its presence from the arrangement of the limbs or a pattern. The child who drew the figure on the right used a flower shape not only for the pattern on the limbed dress, but also for the head and hair.

personal skills or insights in art, or have been trained by lecturers with art college backgrounds, or both.

One consequence has been the evolution of something akin to a folklore tradition in art education for the young. For example, young children should use large brushes, or fat crayons, or bright colours, or large sheets of paper; or the purpose of art is to help the child to "express" himself; or children need to "handle" materials, or to have a wide choice of materials; you must never ask a child what he has drawn, or draw attention to something which is missing. The list goes on and on and the momentum which keeps it going is strong.

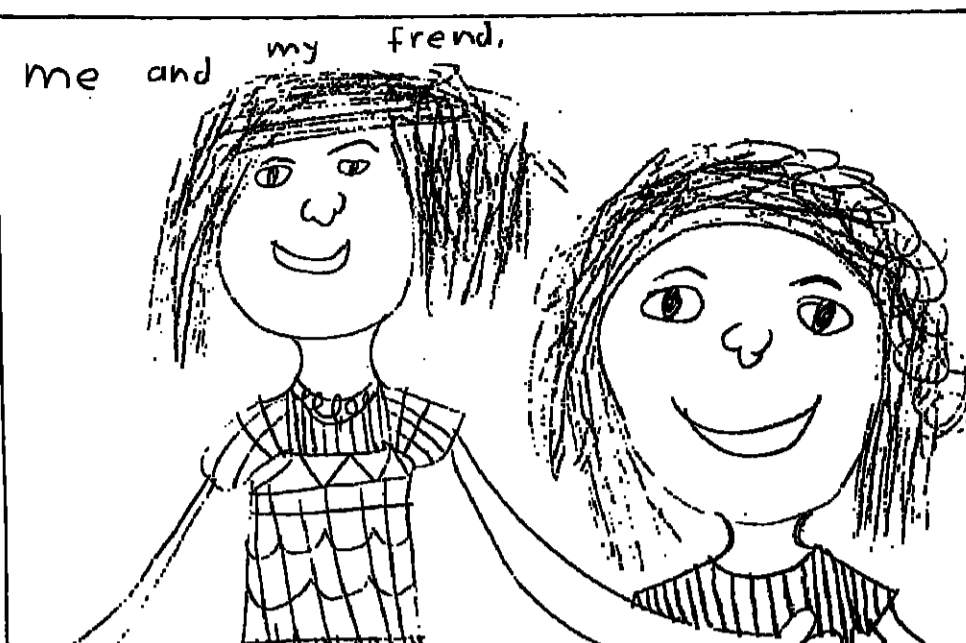
Yet it has got us nowhere. Many children, too many, lose all interest before they are halfway through the primary school. Art is seen as the preserve of a few, who, as Kerschensteiner found in 1905, somehow survive the system and the obstacles.

If we are to make any progress in devising a curriculum for art for young children it is time that we ditched the folklore and brought together the disciplines of the psychologist and artist. They need to begin to identify some of the concepts which children should acquire, and then explore ways in which they can be made accessible to children of different ages and abilities.

One useful starting point would be to answer the question of what a child is doing when he draws. Historically he has been thought to be "describing" a subject, not copying appearances, but selecting its distinguishing characteristics - hence Ricci's reference to the "scarlet" cloak. Others have viewed drawing as a form of "expression" - a vehicle for the emotions. "Stages of development" have been regarded as telling us something about "intellectual maturity" as in the Goodenough test.

But children know much more about a subject than they choose to include in their drawing, so as a guide to conceptual development drawings are really unreliable. They also attempt subjects well beyond their technical means. When, with increasing age, they introduce changes, their objective is clearly not the copying of appearances.

A new approach to the interpretation of drawings is found in the work of Ernst Gombrich, the eminent art historian. He draws attention to the human being's need for a sense of order and sees art activity, in part at least, as a search in this direction. A search for order has been found by Desmond Morris, Konrad Lorenz and others amongst the animal



kingdom. Gombrich refers to the "schema" - a word generally used to mean a "formula" or "recipe" which the child employs in drawing a person, a house, or anything else.

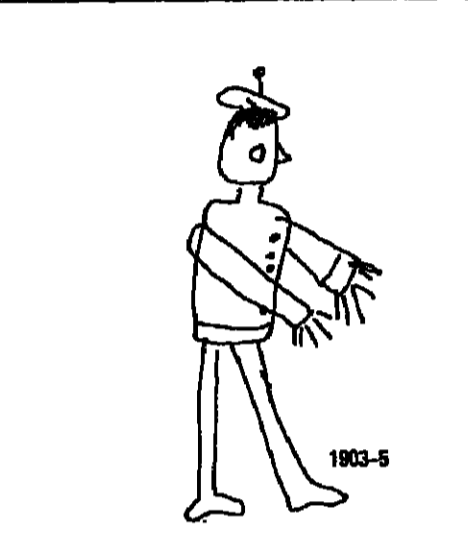
He suggests that the word should be regarded as meaning a "hypothesis", though he is careful to say that it is not meant in the strict scientific sense of the term. The child's desire to achieve a sense of order is expressed in drawing. And what we have conventionally called the "schema", far from being a recipe for repeating a drawing, is an exploratory act by the child; not an attempt to copy appearances, or to give shape to an emotion, or to express some vague notion, but a proposition.

It is a means whereby thought is matched with reality, and ideas and relationships are tested. Children's drawings, after all, are minimal art - the child can read much more into them than meets adult eyes. Yet it is the superficial qualities - observation of detail, accuracy of form, attention to proportion and so on which teachers and parents often cherish.

Drawing, viewed as the making of hypotheses, unites the activity of children with the activity of the adult as artist. The adult similarly employs a process of exploring and giving form to ideas, though, obviously, with quite different skills, techniques, knowledge, and insights at his command. Even adult art is still minimal art. Even the pre-Raphaelites, with their "truth to nature" credo, were still very selective. The idea that child art is somehow unrelated to adult art has always seemed a nonsense, despite the widespread popularity of the view. It was Constable who felt that art was a form of scientific enquiry; for the child, it is a pushing out of the boat into uncharted waters also.

Taking the child's schema as a hypothesis we can see that the "stages of development" noted by the developmental psychologists are much less points of arrival to be assessed and graded as measures of intellectual development, than signposts which point to new horizons. The role of drawing, freed from the folklorist approach, can be integrated with the continuum which goes on into adult life. On this basis the psychologist and art educator can meet and begin to lay the foundation for some progress in curriculum development in art education.

John Willson was head teacher of a Cambridgeshire primary school before becoming a senior lecturer at the South Glamorgan Institute of Higher Education.

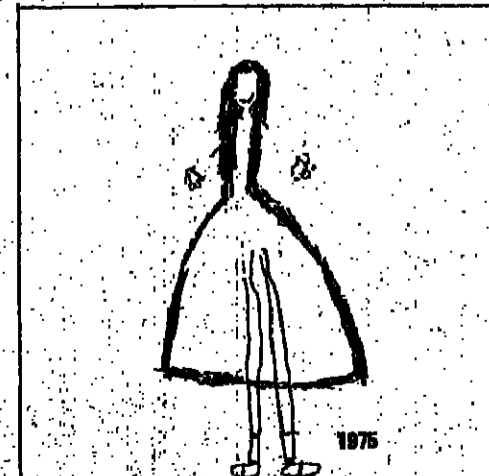


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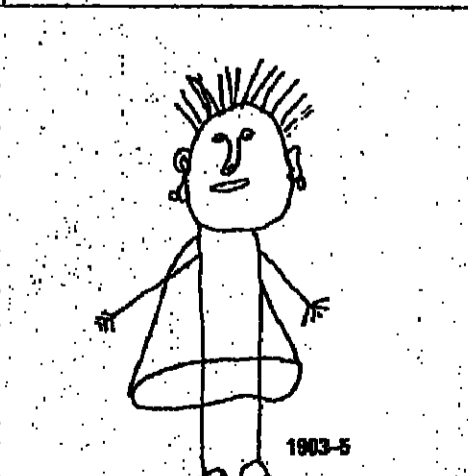


1975

When drawing profiles young children sometimes mix parts of a frontal view with parts of a side view. In the 1903-5 drawing one of the arms is a transparency. In the later drawing it is the legs which are treated as a transparency, but both arms on the figure come from the same side. In both drawings the hat sits on top of the head shape rather than over it.



Transparent or X-ray figures showing the legs through the clothes.



1903-5

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EFL Taking command

Quartet. By Françoise Grellet, Alan Maley and Wim Welsing. Student's Book 1 and Teacher's Book 1. Oxford University Press. £2.75 and £3.50. 0 19 433580 1 and 0 19 433581 X.

Quartet is intended for young adult learners of EFL, specifically "the discouraged majority who have already 'done two or more years of English with varying degrees of success or failure'. I'm not sure what is meant by 'the discouraged majority'. Nor am I convinced by the authors' contention that 'learning in the classroom is for most, if not all, adult learners a threatening situation, causing considerable psychological anguish'. Nevertheless, a sizeable number of students need and wish to improve their command of the English language and yet feel uncertain about their ability to do so. Will Quartet give them the necessary confidence and practice?

Book 1 of the two-part course is divided into 13 units, each of which is based on a theme but is not standardised in length or structure. Two cassettes accompany the book. The helpful Teacher's Book formalises, by means of a grid, the work and content of each unit, indicating the time to be taken over each activity, the nature of the activities (eg, reading, listening and note-taking), the general and specific aims, the materials (eg, newspaper articles, diagrams and tables), and procedures. Teachers are also given detailed advice and suggestions on presentation of the units, including introductory discussion topics, exercises in grammar, structure and vocabulary, and ideas for dialogue practice. Like a number of authors of EFL textbooks today, the three writers of Quartet are strongly influenced by the 'latest theories and techniques', citing nothing published earlier than 1972 in their bibliography. So their books are committed to a "process" rather than a "product" approach to learning, is task-oriented and uses authentic or near-authentic material (newspaper items, for example, in their original format and for some reason often reproduced lopsidedly on the page). Again in accordance with current theory, students are sometimes told that it is unnecessary to understand every word of a text as long as they try to follow its general sense.

I have a number of doubts whether the course will achieve its objective. One gets the impression, incidentally, I've never met the word "appropriacy" before (Teacher's Book p5) and the student is given the ungrammatical instruction to "compare your plan with your partner."

Donald Hawes

Donald Hawes is head of the Department of Language and Literature at the Polytechnic of North London.

Vocab lab

The Manager and his Words. By P Gillibrand and V Maddock. Pergamon £4.50. 0 08 028637 2. Pitman Business English 1 (Clerical). By S Davies and R West. Pitman £3.75. 0 273 01617 2.

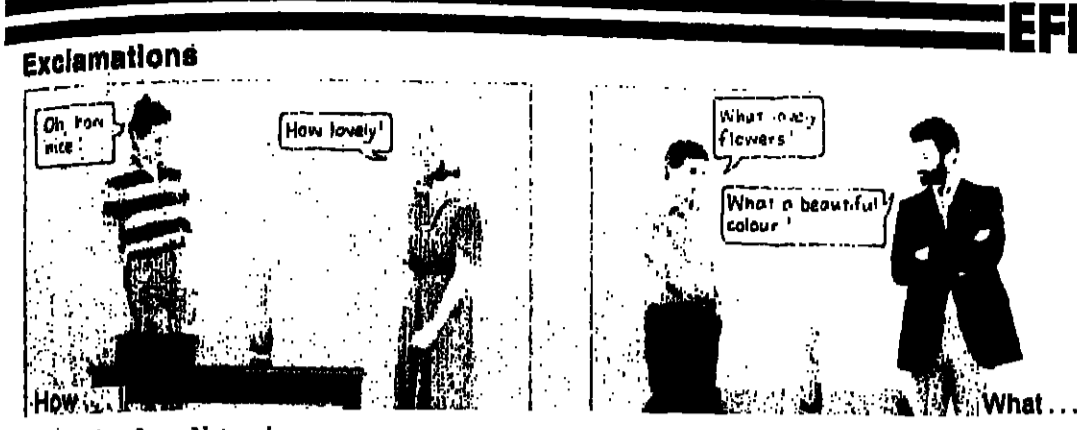
Relatively little attention has been paid to vocabulary teaching in ESP in recent years, but the ELT pendulum swings on and the signs are that this neglect is beginning to be recognized. The Manager and his Words, an introduction to business vocabulary, comes therefore at an appropriate time. The vocabulary items are presented in a series of texts on general business themes (economics, finance, marketing, personnel, for example), designed for those with little business knowledge but a reasonably good knowledge of English.

The linguistic and conceptual simplification of the writing is sometimes strained and some texts suffer from information overload. Thus, in one short paragraph, (p.28), the authors explain such terms as supply and demand, goods, freight, cargo and goods documentation. Other terms are explained in a glossary, unfortunately itself containing words a teacher might in turn need to explain to non-native speakers, (eg artificial, nominal value, depreciate, deterioration). The task-based exercises, with the exception of a rather mechanical gap-filling item, should provide a variety of good language practice.

What is missing, however, is some attempt to teach the learners real relationships, to get them to explore lexical sets or investigate collocations, all part of "the business of words". Pitman Business English 1 (Clerical) is designed for those needing to pass an English language examination as part of their commercial training and could be used by both native and intermediate level non-native speakers. It combines language and clerical skills and provides an impressive range of resource material and practical work.

The 12 units each have numerous exercises on the higher-level skills of reading comprehension and writing, as well as lower-level practice in spelling and punctuation, necessary for the clerical context, and there is useful work for improving examination techniques. The only serious omission is the lack of tape-recorded material to practise in a more realistic way the listening and note-taking skills essential for office survival. The book as it stands is a valuable resource; with the listening gap filled it should prove even more so.

Chris Kennedy



An illustration from Network

Language for communication

Follow Me. By L G Alexander and Roy Kingsbury. Student's Book 2 £2.00 0 582 51668 4; Workbook 2 70p 51670 6; Teacher's Book 2 £2.50 51669 2. Longman. Network. By J Eastwood, V Kay, R Mackin and P Stevens. Student's Book 3 £2.75 0 19 457061 4; Workbook £1.75 457063 0; Teacher's Book £1.75 457062. Oxford University Press.

Follow Me arrived on my desk in an innocuous-looking package of Student's Book, Teacher's Book and Workbook with a note reading "Please review". Even then I was aware that there was a bit more to it than that, but I didn't quite realize that in order to review it properly we would have to move to give it a house-room. I'm afraid I decided to review it improperly.

Follow Me is a multi-media course arising from the Council of Europe's work in the early seventies to promote communicative language teaching. Its components are myriad. There are 30 15-minute TV/Video programmes and 30 half-hour radio programmes. I don't know whether the TV/Video is any good but then at present a TV/Video package doesn't have to be good, it is still enough that it exists. For classroom use there are Student's Books, Workbooks and Teacher's Books written by the famous, Louis Alexander and Roy Kingsbury. The self-study books are written by the talented Barry Tomalin and published by the BBC (International Edition) and, in Germany, Langenscheidt. And of course there are the cassettes.

The course takes beginners to The Threshold Level. As the cover blurb says, "Deriving from this functionally defined syllabus, it teaches students to do things in English and provides them with the language necessary to engage in real-life activities". The emphasis is firmly on communication and the book (the classroom version that I've seen, at least) has been carefully designed around ten functional themes, each of which is recycled five times at regular intervals throughout the two-year course.

The sheer size of the project and the co-operation it entailed between the BBC, Longman, Langenscheidt and the various West German, Swiss, Austrian and Belgian radio services is worthy of note, not to mention the bi-lingual editions in French, German, Arabic, Japanese, Chinese (there are three different Chinese versions) and more. It is being used by literally millions of students throughout the world. The television programme has nine million regular viewers in Germany where they've sold 600,000 books and 250,000 cassettes. I was also told in Germany that there were ten million Chinese viewers, but within a week Hugh Howse, head of BBC English by Radio and Television, was claiming (in Chinese) that "Fifteen million people, four nights a week, are following Follow Me in China". The Director of Education in China has said that it is one of the most popular programmes on Chinese television and apparently in Hong Kong it has 100 per cent viewership figures - whatever's on the other channel at that time isn't being viewed at all.

Themes for thought

Themes for Proficiency. By Carole Washburn. Longman £1.50. Function in English. By Jon Blundell, Jonathan Higgins and Nigel Midgley. Oxford University Press £3.25.

The chance to make Proficiency classes interesting must seem like a dream to many teachers as they plod wearily through yet another past paper or attempt to make words to fill even more blank pages. Themes for Proficiency combats the sorts of exercises Cambridge has inflicted on us and encourages teachers to practise the techniques that have to be practised in order to pass the exam. It also manages to be interesting, by highlighting what's gone wrong in the number of textbooks that report examination-style practice and questions ad nauseam. It also points out that the book uses many of the same old, unemployable, which many authors have copied but also that it exploits the work in an adult fashion with

Nelson ELT Summer 1982

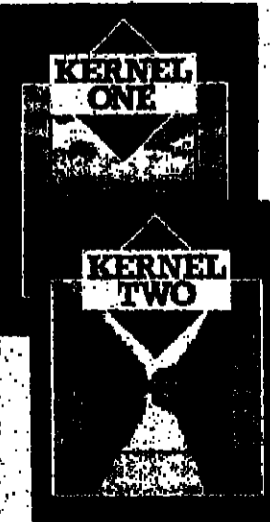
Profiles Susan Axbery	'Essential English for intermediate students... ideal short course material'
Hearscry Guy Wellman	'Lively listening for intermediate students'
Something to Talk About David Peaty	'Stimulating listening leading to real discussion'
Picture Prompts Don Kindler	'Well thought-out and much better organised than other collections of picture stories'
The Topic Dictionary S M Bennett and T G van Veen	'A simple and effective way of learning and building vocabulary and idioms'
What's the Problem? Tricia Hedge and H M Dobinson	A stimulating intermediate practice book that teaches language through 'life skills'.
Incentive Themes W S Fowler, J Pidoock and R Rycroft	A popular and successful course at higher intermediate level that develops students' ability to communicate accurately both in speech and writing.
English in Use G M Spanke	Well-tested practice and extension material with clear grammatical explanations for students from post elementary to higher intermediate level.
Practise Your English Books 1, 2 and 3 W S Fowler and Norman Coe	A wide range of graded remedial material to correct students' errors and reinforce structures already taught.
Test Your English W S Fowler and Norman Coe	An accurate and efficient means of diagnosing errors and monitoring students' progress.

If you would like further information about these or other Nelson ELT titles, and a copy of our Nelson Summer 1982 leaflet, please write to:
ELT Promotions, Thomas Nelson & Sons Ltd,
Nelson House, Walton-on-Thames, Surrey KT12 5PL, England.

There will be a special feature on English as a Second Language in the publication of October 1st



Robert O'Neill's course, for pre-intermediate secondary and adult learners of English as a foreign language.



- ♦ Students' Book
- ♦ Teacher's Book
- ♦ Workbook
- ♦ Cassettes
- ♦ Recorded drills
- ♦ Tapescript
- ♦ Tests



Paddy Bostock

Classified Advertisements

Index to Appointments vacant, Wanted and other classifications

Appointments vacant

Table listing various educational appointments such as English, Home Economics, Mathematics, Music, Pastoral, Physical Education, Religious Education, Science, and Special Education.

Table listing various educational appointments such as Independent Schools, Classics, Economics, History, Mathematics, Music, Pastoral, Science, and Other than by Subjects.

Table listing various educational appointments such as Colleges and Departments of Art, Heads of Department, Universities Appointments, Adult Education, and Youth and Community Service.

Table listing various educational appointments such as Administration Local Education Authority, Child Care, Miscellaneous, Outdoor Education, English as a Foreign Language, and Overseas Appointments.

Table listing various educational appointments such as Educational Courses, Personal Announcements, For Sale and Wanted, and Properties for Sale and Wanted.

Classified Advertisement Rates: Single Column £1.70 per line (min. 3 lines). Classified Display £9.70 per a.c.o. (min. 9.5 cm x 2 £184.30). Box number facility £4.00. Copy deadline (space permitting) Monday preceding Friday of publication.

Nursery Education Other Appointments

WALTHAM FOREST LONDON BOROUGH OF WALTHAM FOREST EDUCATION OFFICER... The Borough is within easy reach of Central London and is a pleasant suburb...

Primary School Education Scale 2 Posts and above

BRENT LONDON BOROUGH OF BRENT EDUCATION COMMITTEE... BRENT INFANTS AND JUNIOR MIXED SCHOOL... BRENT JUNIOR MIXED SCHOOL...

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SEFTON METROPOLITAN BOROUGH EDUCATION COMMITTEE... MORTIMER WILSON SCHOOL... MORTIMER WILSON SCHOOL...

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LINCOLNSHIRE NORTH HYKEHAM THE NORTH HYKEHAM SCHOOL... NORTH HYKEHAM THE NORTH HYKEHAM SCHOOL...

Lancashire County Council advertisement for various educational posts including Primary Schools, Headteacher Group 2, and Secondary Education.

Lancashire County Council advertisement for various educational posts including Scale 1 Posts, Modern Languages, and Secondary Education.

Lancashire County Council advertisement for various educational posts including Scale 1 Posts, Modern Languages, and Secondary Education.

Inner London Education Authority advertisement for Secondary Vacancies in Home Economics, Mathematics, and Modern Languages.

SECONDARY EDUCATION continued

By Subject Classification Arts and Design Scale 1 Posts

ESSEX GREAT BADDOW SCHOOL... GREAT BADDOW SCHOOL... GREAT BADDOW SCHOOL...

LONDON INNER LONDON EDUCATION AUTHORITY... INNER LONDON EDUCATION AUTHORITY... INNER LONDON EDUCATION AUTHORITY...

LONDON NW1 MARIA FIDELIS CONVENT... MARIA FIDELIS CONVENT... MARIA FIDELIS CONVENT...

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MIDDLESEX

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MANAGER for Brent Information Technology Centre. Salary £11,000-£13,000 inclusive. A 30-place centre is being established to give training and work experience in micro-electronics, computing and information technology skills to unemployed young people.

Vice Principal (English Division) £21,230-£24,100 p.a. plus 25% gratuity. Lecturers (Design) Up to £12,700 p.a. plus 25% gratuity. Applications are invited for the above appointments in the Education Department, Hong Kong.

GOVERNMENT OF DUBAI UAE. 1. Maths with Computing (BBC ACORN System). 2. P.E. with History or English or Geography. Two female teachers with good qualifications and experience are required for September in a newly built private girls secondary school.

TEACHERS OF EFL FOR MIDDLE EASTERN LOCATIONS. Specialist Language Services (International) Ltd. SLS (Directory) Ltd. has the following requirements for Graduate Male Teachers interested in working for our clients in Saudi Arabia.

LONDON BOROUGH OF HAVERING Education Department. CAREERS OFFICER. Grade AP3/4 Salary £6,183-£7,666 p.a. Required to carry out the full range of Careers Officer duties and should be trained and qualified and/or have had experience as a Careers Officer.

WALSALL METROPOLITAN BOROUGH EDUCATION COMMITTEE. DIRECTOR OF SCHOOL AND COMMUNITY ACTIVITIES. Applications are invited for the following community education posts.

SOUTH GLAMORGAN COUNTY COUNCIL. SOUTH GLAMORGAN INSTITUTE OF HIGHER EDUCATION (CARDIFF). Faculty of Science. Department of Science. LECTURER 1 General Sciences Post No. L1/60. Applications are invited for the above post to commence on 1 September 1982.

Vice Principal (English Division) £21,230-£24,100 p.a. plus 25% gratuity. Lecturers (Design) Up to £12,700 p.a. plus 25% gratuity. Applications are invited for the above appointments in the Education Department, Hong Kong.

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continued

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Activity Holidays in the Welsh Border Country. Suitable for all age ranges. Programmes individually prepared. Qualified staff, central heating, drying room facilities, discos, from canoeing, climbing, orienteering, archery, pony tracking and hill walking. One free staff place per pupil. For further information contact: Sylvia Davies at Squilver Activity Holidays, Bellinghops, Shrewsbury, Shropshire. Tel: 01951 60000

THERE IS still time to plan your summer holiday. A few vacancies exist for outdoor pursuits activities and PE teachers on summer schools in the UK. All board and accommodation are provided plus pocket money. If you would like an active holiday, 80-00 with your youngsters and spend in some of the country's top public schools with excellent sports facilities write for details to: Jane Brimble, Ecit Young Adventurers, 243 Brixton Street, Ross-on-Wye, Herefordshire, WR8 9AT. 0098 64311. (36388) 60000

English as a Foreign Language

JAPAN

Experienced EFL teacher required by small friendly language school in Tokyo from October. Two year contract. Apply with CV and photographs. Tokyo 03-5611-27 Outside, Norwich. 0252 411 70000

NOTTINGHAMSHIRE COUNTY COUNCIL

EATON HALL INTERNATIONAL TRAIN TO TEACH ENGLISH AS A FOREIGN LANGUAGE

Intensive training courses for teachers of English leading to Trinity College Certificate in English, CEL or Proficiency Certificate of Eaton Hall International.

For full details and dates for both courses please write to the Registrar, Eaton Hall International, Nottinghamshire. Tel: 04303 10777. 70000 (26258)

LONDON W1
INTERNATIONAL HOUSE has a permanent vacancy for an experienced EFL teacher. Please send full letter of application and CV to: International House, 126 Piccadilly, London, W1. Closing date: September 15, 1982. Interviews will be held early September. (5125) 70000

Appointments Wanted

Hons Graduate, Qualified Teacher Chemistry and Central Science, secondary school. Contact: David Jones at: Squilver Activity Holidays, Bellinghops, Shrewsbury, Shropshire. Tel: 01951 60000

Experienced prep. schoolmaster (female) seeks post: class teacher, English, strong general coaching prowna ref. Write: Mrs M. J. Jones, 243 Brixton Street, Ross-on-Wye, Herefordshire. WR8 9AT. 0098 64311. (36388) 70000

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LOUGHBOROUGH UNIVERSITY

M.A. in POST WAR GERMAN STUDIES

Applications are invited for a two year part-time M.A. course in Post War German Studies in the Department of European Studies.

The Course begins in January 1983 and consists of four terms. Subject seminars on subjects concerned with the society, politics, political economy and literature of East and West Germany and two terms of supervised research. It is expected that the course will be of particular interest to serving teachers of German. Applications should have at least a second class degree in German or its equivalent.

Further details and application forms can be obtained from the Director of Studies in German, Department of European Studies, Loughborough University of Technology, Leicestershire, LE11 3TU. (47508) 70000

Social Services Department Teacher

£5,103-£8,511 incl. Outer fringe allowance.

A temporary vacancy for approx. 40 weeks to work with adolescent girls in Chesham Community Home with education. Aids/rama training preferred with some general teaching experience.

Informal enquiries to Brian Rushworth (Principal) or Marcia Newcome (Deputy Head - Education) Chesham (719) 4211.

Application form from and to be returned to: Director of Social Services, William Hoare, 356/358 Gray's Inn Road, WC1X 8BH, or telephone 01-837 8821 (Answerphone) quoting reference no 10/160/785. Closing date 31st August, 1982.



CAMDEN
An equal opportunity employer

Applicants are considered on the basis of their suitability for the post, regardless of sex, race, marital status or disability.

CITY OF WESTMINSTER

Teacher/Instructor

Salary £5,834-£7,704 (Min: £5,990 if qualified)

Required to work at our Social and Education Centre, Lisson Grove, NW8 which provides education and training for up to 120 mentally handicapped adults.

Using your initiative and imagination, you will work in the Education Department teaching mainly social skills, comprehension, independent living.

A knowledge of programme planning, assessment and development techniques together with a willingness to work within a staff team and with parents is essential, and experience with the mentally handicapped advantageous.

Informal enquiries welcomed by David Page on 01-402 6881, Ext. 201.

To obtain application form please send postcard, telephone or call at the Personnel Management Division (Tel: 8872), PO Box 230, WESTMINSTER CITY COUNCIL, City Hall, Victoria Street, London SW1E 6GP. Tel: 01-834 8888 (24 hour Answerphone Service). Closing date 27th August, 1982.

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One week residential course at Kent University Canterbury.

The Course Objective: To give you a practical approach to the teaching of English as a Foreign Language in one week.

From £75 p.w. inc. V.A.T.

Pilgrims Training Courses, 11th Essex Street, Verulam, Canterbury, Kent. Tel: 0227-49191. (42453) 70000

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Linguarum Limited will be holding eight one-week courses in the teaching of English as a Foreign Language at Rushmore College, University of Kent starting Monday 12 August 1982.

The courses are residential and candidates should possess a University Certificate (or similar) and a Teaching Certificate (or similar). The course will be conducted by a qualified teacher. The fee will include tuition, teaching materials, private room and all meals, as well as the use of recreational facilities. Some self-catering places are available at £38 p.w.

Similar courses will be held in Brighton, V.A.T. A certain number of jobs are available in Linguarum and other schools around the world. For information send large S.A.E. to: EFL Riverdown House, Warrington, Cheshire, WA2 9JN. 70000

TEFL COURSES

Limited number of places on one-week courses in London beginning 16th and 23rd August. Fee £250 inc. V.A.T. 0244 440000. Tel: (0244) 440000. Ext. 32 for details (82199) 70000

Oxford Biochemistry Graduate, TEFL experience

requires teaching position in school. Write to: Mrs J. Jones, 0843 51198. (51623) 70000

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